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ABSTRACT

The Teacher Education and Mentoring Program (TEAM) allows intern teachers who have not completed the required teacher education courses prior to employment as regular classroom teachers to have the support of master teachers, or mentors, while teaching with provisional certification. The internship is a closely supervised practicum with each intern assigned an advisor (mentor) and a support team. The training program enables professionals in the fields of mathematics, science, and foreign language to enter the classroom under the supervision of a well-trained mentor. This report is organized into four parts, along with five appendixes containing information and forms applicable to the program. Part 1 provides a brief overview of the program and information on its purpose and objectives. Part 2 focuses on the program design and implementation and includes information about the initial proposal, format of the advisory committee, and the process used for identifying and training mentors. Part 3, Research Design and Analysis, contains findings from the intern and mentor survey instruments and interviews. Part 4 presents conclusions and offers a set of recommendations for the future. A summary report is included which presents brief segments of information from the final report. (JD)

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A Report
to the
Georgia Department of Education
on the
Title II, Demonstration and Exemplary Project
Public Law #98-377
DeKalb County School System
1988 - 1989

TEACHER EDUCATION AND MENTORING PROGRAM:

PROGRAM DESIGN AND RESEARCH RESULTS

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SP 032 888

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I. INTRODUCTION

TEACHER EDUCATION AND MENTORING PROGRAM:

PROGRAM DESIGN AND RESEARCH RESULTS

I. INTRODUCTION

The Teacher Education and Mentoring Program (T.E.A.M.) is a significant development in using experienced master teachers as advisors to intern teachers employed by the DeKalb County School system. The program allows intern teachers who have not completed the required teacher preparatory courses prior to being employed as regular classroom teachers to have the support of master teachers. They receive this support while teaching with provisional certification. This enables them to earn 15 Staff Development Unit Credits (SDU's) in order to meet Georgia's Internship (student teaching) requirement for initial certification. To earn these 15 SDU's, the intern must account for 150 hours of supervised instructionally related activities both during and after the school day.

Since the internship is intended to be a closely supervised practicum, each intern is assigned an advisor (hereinafter referred to as the mentor teacher) and a support team which includes a school administrator, department chairperson, and a subject-area instructional coordinator. Given the importance of the assistance that the mentor teacher must provide in observing and conferencing with the intern on a regular basis, there was an obvious need to train these experienced teachers for the responsibility of mentoring.

To ensure that mentors would be prepared to offer quality assistance to interns during the one-year internship, the DeKalb County School System Staff Development Coordinator applied for a federally funded grant to

implement the T.E.A.M. program. In January 1988, funds for the grant were awarded through the Georgia Department of Education Title II, Public Law 98-377, Education for Economic Security Act Demonstration and Exemplary Programs.

In granting the funds to organize T.E.A.M. as a training program for mentor teachers, the Georgia Board of Education demonstrated its interest in enabling provisional teachers in the critical fields of mathematics, science, and foreign language to enter the classroom under the supervision of a well trained mentor teacher. In addition, the T.E.A.M. program supports the DeKalb School System's commitment to support and encourage these interning teachers to remain in teaching and obtain a teaching certificate through the alternative teacher certification process. (For guidelines, see Appendix A-1, Alternative Certification Program Description).

A. The Uses and Organization of the Report

From the beginning, personnel from the DeKalb County Schools, Georgia Department of Education, and the University of Georgia, College of Education, were involved in the planning, implementation, training, research, and dissemination of the T.E.A.M. program. As a result of their effort, this report has been prepared for use by any individual or group with an interest in mentor teacher support for the beginning teacher. Additionally, this report may:

1. Serve as the impetus for local and state level agencies to think about policies, guidelines, and practices regarding programs for mentors and intern teachers.

2. Be a starting point for developing research procedures and instruments to conduct pre/post survey assessments of mentors and intern teachers.
3. Give program planners and staff developers ideas about the objectives, activities, timelines, and evaluation plans they may need to consider.
4. Provide information to school personnel not directly involved with the program and inform them about the stages of implementation, program design data collection, and/or research findings.
5. Stimulate colleges of education to examine their efforts to prepare mentor teachers and their role in taking the lead to conduct quantitative and qualitative research on mentoring among preservice and inservice teachers.
6. Communicate and explain to the public about the T.E.A.M. Program and its role in strengthening the assistance provided to intern teachers in the State of Georgia.

Because of the varied uses for which this report is intended, it has been organized into four parts, along with five appendixes containing information and forms applicable to the program. In its entirety, this report describes the T.E.A.M. Program for the year in which it received grant funds under Title II.

Part I, the Introduction, provides a brief overview of the program and information on the purpose and objectives for the program. Part II, Program Design, focuses on the program design and discusses stages of program implementation including information about the initial program proposal submitted for funding; formation of the advisory committee; the process used for identifying mentor teachers; and the training of mentors. Part III, Research Design and Analysis, contains the findings from the intern and

mentor survey instruments and interviews. Part IV of this report presents the final conclusions from both the quantitative and the qualitative data, and offers a set of recommendations for the future.

In addition to the information contained in this report, a videotape was made of interviews with key advisory committee members, mentors, and interns. Inquiries about the availability of this tape may be made through the Instructional Resources Center, South Instructional Plaza, The University of Georgia, Athens, GA 30602 (404) 542-1582.

B. The Purpose and Objectives for the Program

The purpose of the T.E.A.M. Program was to strengthen the support intern teachers receive from experienced mentor teachers during the first year of teaching. As the program was implemented and completed, the purpose was achieved through the following objectives:

1. To help improve the retention of intern teachers in the critical fields of mathematics, science and foreign language.
2. To increase self confidence and satisfaction of the beginning teacher during the critical first year.
3. To train mentors to use newly acquired skills in helping intern teachers adjust more successfully to teaching.
4. To assist intern teachers with the instructional techniques and strategies needed to be effective in the classroom.
5. To help improve the effectiveness of the alternative certification process through which the intern teachers are obtaining certification.

These objectives were identified by the T.E.A.M. Advisory Committee at the outset of the program along with the specific activities required to fulfill them. The research data reveals the success with which these objectives were met and are contained in Part III of this report.

C. Program Outcome Related to Teacher Performance and Retention

One of the most important outcomes to be determined from the year-long T.E.A.M. study was to evaluate the effort of the mentoring relationship upon the intern's satisfactory teaching performance and intent to remain in teaching.

In June., 1989, information was obtained from the Department of Personnel as to whether a contract for the coming year was returned by the intern. In the personnel interviews, mentors and interns commented upon teaching strengths and weakness.

Although data from the Regional Assessment Center indicated that the T.E.A.M. interns who went through the Teacher Performance Assessment process at the beginning of their second year (1989) scored higher than a comparable group of certificated beginning teachers, this information has not been given strong consideration because of the high number of deferments for both groups, and because of the variance in time and experience in the classroom.

The T.E.A.M. Interns who volunteered their GTOI assessments were pleased with the number of satisfactory scores and with the positive comments recorded. None of the interns was recommended for an extended phase of assessment. All but two of the mentors reported a high level of

satisfaction with their mentee's performance, especially in the areas of content knowledge, enthusiasm, attitude toward students, and time spent in preparation for teaching. Areas which were most frequently identified as needing improvement were classroom management and better organization of classroom routines and paperwork. Mentors often expressed concern that the intern's after school time was overextended as to extra-curricular activities. Many interns were assigned athletic coaching responsibilities and this detracted from time needed for instructional planning and for conferencing with the mentor. Furthermore, many interns were taking college courses during the year as well as attending the required staff development inservices. Traveling from one school to another as an itinerant teacher, not having a permanent classroom, or being assigned difficult classes, three preparations, and high class loads were all believed to have added to the intern's stress and frustration, and possibly impacted the quality of their teaching performance. One intern resigned mid-year because of an unmanageable schedule.

To evaluate the influence of trained mentors upon the factor of retention, employment data for the 1988-89 intern group was compared to that of the 1986-87 and the 1987-88 intern groups who had untrained mentors assigned by the principal. In 1986-87, the percentage of interns leaving after two years was 66%; in 1988, 41%; and in 1989, 12%.

Percentage of Alternative Certification Interns Leaving the DeKalb School System During a Three Year Period

Year Employed	No. of Interns	End of first year		End of 2nd year		End of 3rd year		Total percentage leaving	
1986-87	(9)	(3)	33%	(3)	33%	(1)	1%	(7)	67%
1987-88	(27)	(3)	18%	(11)	41%	-		(16)	59%
* 1988-89	(41)	(5)	12%	(5)	12%	-		(10) (end of 2nd year)	24%

* Year of T.E.A.M. study

Qualitative data gathered from the survey indicated that when the T.E.A.M. interns were asked whether they intended to stay in teaching, all but two interviewed responded that they would. One intern resigned mid-year and another was not offered a contract for the second year.

Over a three year period the reasons given by the interns, employed in 1986-87, for not returning included moving to another area, other job offers, and scholarships to graduate programs.

Qualitative data from interviews with both interns and mentors at the end of the study year tends to support the conclusion that assistance from qualified, trained mentors, along with staff development inservices attributed to the satisfactory teaching performance of the interns and to their desire to remain in teaching.

II. PROGRAM DESIGN

II. PROGRAM DESIGN

In terms of design, the T.E.A.M. Program had a twofold emphasis: 1. to have mentor teachers provide support for intern teachers during the one-year internship required as part of the alternative certification process, and 2. to train experienced teachers to be mentors to interns who needed to complete the internship.

First, the Internship was an essential dimension in satisfying the program's objective. It was important because the Internship must include a total of 150 hours of supervised learning experiences for the intern. Such experiences must involve at least 64 hours of preparation for instruction and consulting time with the mentor teacher or other members of the support team (school administrator, department chairperson or subject-area curriculum coordinator); 50 hours of staff development programs, related to beginning teacher skills and competencies (a local requirement); and 36 hours during the school day in observation and conferencing activities. (See Appendix A-1)

The varied experiences and activities (Refer to Description of the Internship Program and Staff Development Programs, Appendix A-2) are designed to enable the interns to become effective and competent teachers within a short period of time. To monitor and report the progress of interns in meeting internship requirements on a systematic basis, a school administrator, department chairperson, mentor teacher, or subject-area curriculum coordinator had to complete and sign the intern's activity plan forms for the Fall, Winter, and Spring quarters of the school year (Activity Plans, Appendix A-3).

Interns, also, had to successfully complete activities identified as

content-related requirements for their particular subject area (See Forms for Mathematics, Science, and Foreign Language in Appendix A-4). Overall, all forms as shown in Appendix A were used to ensure a measure of accountability in verifying the intern's completion of tasks in accordance with program requirements. Finally, when an intern successfully concluded the internship, the principal and the mentor teacher signed and submitted the Certification of Completion form (See Appendix A-5) to the staff development office which then processed the information as stipulated in the state guidelines for alternative certification.

The second aspect of the program design featured the planning and coordination of training for the mentor teachers. This dimension of the program unfolded in segments which are identified below as stages of program implementation. The cooperation and participation of individuals directly responsible for daily functions, primarily the T.E.A.M. Program Director, involved many organizational tasks which needed to be conducted from the time the Program was begun to the time it was concluded.

A. Stages of Program Implementation

Planning for the program started with several meetings where DeKalb County School System personnel, a Georgia Department of Education consultant, and a faculty member from The University of Georgia shared ideas and suggestions for writing a proposal. Their discussions established the proposal's framework which was written and submitted to the Georgia Board of Education in December 1987.

Once the procedures necessary to implement the program were

underway, the proposal became a master plan for organizing activities. An overview of details related to the proposal, as well as information on the advisory committee, identification process, and training of mentors are described below.

B. Program Proposal

Funding for the proposal titled, "Proposal for the Staff Development Program to Train Mentors for Teachers Interning in the Critical Fields," was for a 12 month period, from July 1, 1988, to June 30, 1989. The Georgia Department of Education awarded federal grant funds to the program through Public Law 98-377, Title II, Education for Economic Security Act and Demonstration and Exemplary Programs.

In terms of the program budget, the school system's estimated in-kind commitment to the program was $98,750.00 and the grant provided $108,750.00 for the total of $207,500.00. This total included the cost of program personnel, fees for the University of Georgia research consultants, training and stipends for mentor teachers, for substitute teachers, materials and supplies, production of a video tape, and dissemination of information. Even though these funds were only allocated for the 1988-89 school year, the teachers had to agree to serve as mentors for at least two years pending any unforeseen circumstances.

The focus of the program proposal (See Appendix B.) emphasized the need to train career committed teachers to share their expertise with intern teachers. It also highlighted the need to encourage new teachers to remain in education by providing them with the collegial support of trained mentors. Other elements of the proposal (See Appendix B-1) identified the training component for the mentor teachers, procedures for the research plan, ways to

disseminate program information, and the evaluation process.

C. Advisory Committee

Formation of the advisory committee began in February 1988, when the program director selected certain individuals to be advisors to the program. The 20 member advisory committee included mentor teachers, intern teachers, curriculum coordinators, staff development coordinators, principals, central office personnel, and a university consultant. Within their advisory capacity, the members represented the concerns and needs of the school staff and the school system in planning, implementing, monitoring and evaluating the program.

The committee's initial tasks were to: 1. identify a name for the program, 2. determine the process and guidelines for selecting mentor teachers (Survey Form, Appendix B-2), and 3. recommend qualifications for the mentorship (See Appendix B-3) When these tasks were completed, the committee established the following criteria for a teacher to be considered as a applicant. The teacher must:

* Not be serving as department chairperson during the program or while mentoring an intern teacher.
* Have at least three years of successful teaching experience and preferably a Master's Degree.
* Be committed to the concept and goals of mentoring as a supportive resource to the intern teacher.
* Be able to attend both the summer workshop and the training sessions throughout the school year.
* Be able to devote time during the school day to meet and work with the intern teacher.

* Be in the same school setting for one year.
* Have received training in classroom observation and evaluation or be willing to be trained during the beginning phase of the program.
* Possess excellent interpersonal skills such as friendliness, patience, maturity, and confidentiality.
* Become involved in providing and collecting research information as required by the program.

The committee members did not decide which applicants satisfied this list of qualifications, since principals handled the selection process at their school.

D. **Identification Process**

In March 1988, the program director mailed Secondary principals a letter, application forms, and the program brochures which were needed to inform and identify teachers for the T.E.A.M. Program (See Application Procedures, Appendix B-4). This information was given to all mathematics, science, and foreign language teachers.

Next, principals had to conduct the selection process by organizing a selection team to review and rank applications. When the completed applications were returned, the coordinator evaluated the applicants according to the established criteria. They had an option to meet as a team to discuss the applicant's evaluations.

In making a final selection, it was a high priority for the teacher to be sensitive, enthusiastic, and capable of communicating openly with an intern teacher. Thus, they favored the experienced teacher who had successful skills

in: (a) using a variety of effective teaching methods, (b) organizing and managing time, materials, reports, and general school routines, (c) applying classroom management and disciplinary techniques, and (d) using audio-visual materials and equipment appropriately.

Once identified as mentors (intern advisors), the teachers had to agree to complete 100 hours of training which would prepare them for their role and responsibilities in working with intern teachers (See Appendix C-1). Even though a great deal of work was expected from the mentors, they were not required to serve as teacher evaluators. Instead, they were expected to advise, counsel, lead, listen, and support interns in regular meetings. Their role included the responsibility of developing friendly, cooperative, supportive, collegial, non-evaluative, and non-threatening relationships. In short, mentors were to help intern teachers: (a) use effective teaching methods and classroom management procedures, (b) cope with mistakes, demands, burnout and stress, and (c) learn the major categories on the Georgia Teacher Observation Instrument, such as planning instruction, communicating with students, and maintaining a positive learning climate. As an outcome of this assistance, the interns would additionally be better prepared for the Teacher Performance Assessment required for certification. The mentors worked to ensure that interns, as on-the-job trainees, had productive and successful teaching experiences (See Appendixes C-2 and C-3).

E. Training of Mentors

A total of 59 secondary school teachers were trained to serve as mentors to interning teachers in the areas of mathematics, science, and foreign language. The skills they needed to handle expected and unexpected

situations in the mentor-intern relationship were a significant aspect of the training (Refer to Appendix C-4); Therefore, the training content included information on the following topics: Coaching skills, verbal and non-verbal communication skills, questioning skills, learning modalities, classroom observation skills, and conferencing skills.

In preparing the mentors to feel confident and secure in using their newly acquired mentoring skills, they received 100 hours of training. An educational consultant firm was employed to do the initial 50 hours of training on coaching and teaching skills during the summer. For the remaining 50 hours, Staff Development conducted workshops throughout the school year. The coordinator structured the content and inservice topics according to the mentors' needs to refine certain mentoring skills.

The 100 hours of training was designed to also satisify the State of Georgia's criteria for the Endorsement Certificate. Thus, the 50 hours of training the mentors received in the summer, and the 50 hours of supervisory practices workshops throughout the school year enabled them to meet the criteria for the Supervising Teacher Services (STS) Endorsement Certificate. Overall, the training was comprehensive, and teachers gained a clear understanding of the mentoring practices, skills and functions.

III. RESEARCH DESIGN AND ANALYSIS

III. RESEARCH DESIGN AND ANALYSIS

The research design for the TEAM program started with a projected timeline to gather quantitative and qualitative research data as indicated in the overview of the Research Plan (See Page 16).

Development of the quantitative instruments (See Appendix D) to determine the areas where mentors and interns thought they needed additional assistance began in February, 1988. The survey instruments were pilot tested in May, 1988 with a group of mentors and interns prior to implementing the T.E.A.M. program. Based on the pilot results which included an item analysis, the instruments were revised and redesigned as pre and post survey type instruments. When the program began in August, 1988, the mentors and the interns completed three survey instruments: a Pre-Assessment survey, a Teacher Burnout Inventory and a Conferencing Skills Questionnaire. Also, a needs assessment instrument developed by Zimpher and Stallion was administered to the mentors and interns in February, 1989, along with an attached form requesting that they respond to open-ended questions regarding their needs.

As for qualitative data, formal interview sessions were conducted for mentors and interns to respond to a series of questions asking them about the positive and negative experiences they encountered as participants in the program.

In total, the research design applied a quasi-experimental approach for collecting quantitative data via the pre-assessment, the treatment\training, and the post-assessment. The qualitative data was similar to an ethnographic approach in that the open-ended questions gave the mentors an opportunity to express their ideas, feelings, opinions, etc. Given this combination of data collection methodologies, this section of the final report includes, the quantitative and the qualitative findings.

OVERVIEW OF RESEARCH PLAN

1988
MAY/JUNE

Base-Line Assessment Period

- Mentor (Pilot) Assessment Survey
- Intern (Pilot) Assessment Survey
- Maslach Educators Survey
  (Teacher Burnout Inventory)

1988
AUG/SEPT.

Pre-Assessment Period

- Mentor Pre-Assessment Survey
- Intern Pre-Assessment Survey
- Maslach Educators Survey (Teacher Burnout Inventory)
- Conferencing Questionnaire for Mentor Teachers
- Conferencing Questionnaire for New/Beginning Teachers
- Initial 50 hours of Mentor Training

1988-89
OCT/APRIL

- Continued Training of Mentors
- Informal Contact Montoring Interns Progress
- Mentor Teacher Needs Assessment
- Beginning Teacher Needs Assessment

1989
MAY

Post-Assessment Period

- Mentor Post-Assessment Survey
- Intern Post-Assessment Survey
- Maslach Educators Survey (Teacher Burnout Inventory)
- Conferencing Questionnaire For Mentor Teachers (Post-Assessment)
- Conferencing Questionnaire For New/Beginning Teachers (Post Assessment)

1989
JUNE/JULY

Compare data from Base-line, Pre and Post Assessment Periods for Final Program Report

- Program Evaluation: Interviews with Mentors
- Program Evaluation: Interviews with Interns
- Conferencing Journals

A. Demographic Data

Females teachers outnumber male teachers at both the elementary and secondary school level; likewise, in the T.E.A.M. Program females outnumbered the males according to the percentages shown in Table I during the pilot, pre and post surveys. As for their years of teaching experience, a majority of the mentors had been teachers for eleven or more years. Those experienced in the teaching fields of science and math were larger in number than mentors who taught foreign language or other secondary subjects. At least 70% of the mentors had their Master's degree while the majority of interns had the Bachelors as their highest college degree. The ethnic background of the mentors and interns was reflective of the racial diversity among teachers in the school system.

Table II provides information on the type of classes mentors and interns were assigned to teach. It shows that mentors and interns were assigned more general level classes in the tenth, eleventh, and twelfth grades than in the eighth and ninth. However, this is not the case in the advanced level classes, where 78% to 85% of the interns were not assigned to teach advanced level classes. Even though mentors were assigned to more advanced level classes than interns, the percentages in the category of assigned remedial survey level classes are about equal. Close to 50% of the mentors and interns had no remedial or survey level classes.

TABLE I

SELECTED BACKGROUND CHARACTERISTICS OF MENTORS AND INTERNS

	Pilot Survey May '88				Pre-Survey August '88				Post-Survey May '89			
	Mentors (n= 19)		Interns (n = 15)		Mentors (n = 59)		Interns (n = 18)		Mentors (n= 53)		Interns (n = 26)	
Gender												
female	(17)	89.5%	(8)	53.3%	(52)	88.1%	(12)	66.7%	(43)	81.1%	(19)	73.1%
male	(2)	10.5%	(7)	46.7%	(7)	11.9%	(6)	33.3%	(10)	18.9%	(7)	26.9%
Years of teaching experience												
0 - 1	-	-	(7)	46.7%	-	-	(12)	66.7%	-	-	(16)	61.6%
2 - 3	-	-	(7)	46.7%	(3)	5.0%	(5)	27.8%	(1)	1.9%	(6)	23.1%
4 - 6	(2)	10.5%	(1)	6.6%	(9)	15.3%	-	-	(7)	13.2%	(3)	11.5%
7 - 10	-	-	-	-	(7)	11.9%	-	-	(7)	13.2%	(0)	-
11 +	(17)	89.5%	-	-	(40)	67.8%	(1)	5.5%	(38)	71.7%	(1)	3.8%
Teaching field												
Math	(6)	31.6%	(4)	26.7%	(22)	37.3%	(4)	22.2%	(24)	45.3%	(6)	23.1%
Science	(8)	42.1%	(7)	46.7%	(24)	40.7%	(5)	27.8%	(18)	34.0%	(5)	19.2
Foreign Lang.	(3)	15.8%	(4)	26.7%	(10)	17.0%	(5)	27.8%	(9)	17.0%	(7)	26.9%
Other	2	10.5%	(0)	-	(3)	5.0%	(4)	22.2%	(2)	3.7%	(8)	30.8%

TABLE 1 Continued
SELECTED BACKGROUND CHARACTERISTICS OF MENTORS AND INTERNS

	Pilot Survey May '88		Pre-Survey August '88		Post-Survey May '89	
	Mentors (n= 19)	Interns (n = 15)	Mentors (n = 59)	Interns (n = 18)	Mentors (n= 53)	Interns (n = 26)
Highest college degree						
Bachelors	(3) 15.8%	(12) 80.0%	(6) 10.2%	(16) 88.9%	(40) 7.5%	(23) 88.5%
Masters	(14) 73.7%	(3) 20.0%	(44) 74.6%	(2) 11.1%	(40) 75.5%	(3) 11.5%
Specialists	(2) 10.%%	- -	(6) 10.2%	- -	(6) 11.3%	- -
Doctoral	- -	- -	(3) 5.0%	- -	(3) 5.7%	- -
Ethnic background						
Black	(3) 15.8%	(4) 26.7%	(18) 30.5%	(8) 44.4%	(18) 34.0%	(11) 42.3%
White	(16) 84.2%	(10) 66.7%	(40) 67.8%	(10) 55.6%	(34) 64.1%	(14) 53.9%
Hispanic	- -	(1) 6.6%	(1) 1.7%	- -	(1) 1.9%	- -
Oriental	- -	- -	- -	- -	- -	- -
Other	- -	- -	- -	- -	- -	(1) 3.8%

TABLE 2

THE GRADE LEVELS AND CLASS ASSIGNMENTS OF MENTORS AND INTERNS

	Pilot Survey May '88				Pre-Survey August '88				Post-Survey May '89			
	Mentors (n= 19)		Interns (n = 15)		Mentors (n = 59)		Interns (n = 18)		Mentors (n= 53)		Interns (n = 26)	
Number of assigned general level classes												
No Response	(3)	15.8%	(3)	20.0%	-	-	-	-	-	-	-	-
Eighth	-	-	(3)	20.0%	(8)	13.6%	-	-	(7)	13.2%	(1)	3.8%
Nineth	(4)	21.0%	(3)	20.0%	(10)	16.9%	(3)	16.7%	(15)	28.3%	(3)	11.6
Tenth	(3)	15.8%	(3)	20.0%	(15)	25.4%	(2)	11.1%	(10)	18.9%	(9)	34.6%
Eleventh	(7)	36.9%	(1)	6.7%	(19)	32.2%	(10)	55.5%	(17)	32.1%	(9)	34.6%
Twelfth	(2)	10.5%	(2)	13.3%	(7)	11.9%	(3)	16.7%	(4)	7.5%	(4)	15.4%
Number of assigned advanced level classes												
No Response	(4)	21.0%	(8)	53.4%	-	-	-	-	-	-	-	-
One	(10)	52.6%	(3)	20.0%	(17)	28.8%	(3)	16.7%	(13)	24.5%	-	-
Two	(3)	15.8%	(2)	13.3%	(15)	25.4%	(1)	5.5%	(8)	15.1%	1	3.8%
Three	(1)	5.3%	-	-	(11)	18.7%	-	-	(8)	15.1%	2	7.7%
Four or more	(1)	5.3%	(2)	13.3%	(2)	3.3%	-	-	(2)	3.8%	1	3.8%
None	-	-	-	-	(14)	23.8%	(14)	77.8%	(22)	41.5%	22	84.6%

B. Assessment Surveys

When the 1988-89 school year began, interns identified their greatest need for assistance to be in these areas: 1. using a variety of teaching methods and materials, 2. handling student discipline problems, 3. motivating students, and 4. analyzing the cause of student failure. At the end of the year, their greatest need was to have more help with student discipline problems, even though this was an area in which the mentors provided them with substantial assistance. In fact, the mentors believed that they provided far more assistance than the interns sensed they needed for all of the teaching skills listed in Table 3.

The areas in which interns had little need for the mentors' help were the mastery of subject matter and the interpersonal skills needed to be effective with students. Consequently, the mentors provided little assistance to interns in the mastery of subject matter and the development of students' tests and exams.

In terms of non-teaching tasks, the interns needed the mentors' help in preparing for the Georgia Teacher Performance Assessment (TPAI) and the TPAI portfolio. This was thought by both the interns and the mentors to be a high priority when the school year began. Additionally, the mentors began the year assuming a critical need to help interns with the requirements needed to complete the Alternative Certification Program. According to Table 4, the mentors did assist interns with the TPAI, but most assistance was given in the area of allowing time for the interns to talk about instructional problems and concerns. Overall, the data showed that the mentors expected

to help the interns substantially more than the interns expected to need help from the mentors.

Initially, when the interns considered their need for training on teaching skills, their major preferences were in these categories: 1. varying teaching techniques, methods, and materials, 2. motivating students, and 3. managing classroom routines and student discipline. The post survey data in Table 5 showed the interns' strong interest in wanting additional workshops on teaching skills; however, there was little interest among mentors to have additional training related to the improvement of their own teaching effectiveness.

In terms of non-teaching activities and skills, the majority of data in Table 6 revealed that mentors and interns perceived very little need for additional training; with the exception of the interns need for more assistance specific to the preparation and completion of the Georgia Teacher Performance Assessment Instrument (TPAI) Portfolio. It is apparent from the data in Tables 5 and 6 that neither the mentors nor the interns sensed a great need to have additional training related to teaching and non-teaching skills.

In Table 7 very few differences appeared among the interns' and mentors' responses in rating the importance and effectiveness of the mentors' abilities to assist new teachers. From the responses, both groups thought it was important for mentors to have qualities that enabled interns to become successful teachers. Even though the data indicated no major discrepancy between the mentoring qualities interns considered important and the qualities mentors considered important, there was one noticeable difference in the interns' views concerning the ability of mentors to assist

with subject matter. When ending the school year, the interns did not continue to view the abilities of mentors in helping them learn more about their subject matter to be the most important quality for mentors.

The attitudes of mentors and interns regarding the affective aspects of teaching were extremely positive. In general, twelve attitudinal statements listed on Table 8 were favored very highly by the majority of mentors and interns; except for the two attitudinal changes that caused significant differences between the pre and post survey results. Such changes occurred for statements number 3 and 4 which indicated an increase in the interns' confidence and competency in teaching.

In addition, the pilot survey results on Table 8 showed that at least 53 percent of the interns who worked with untrained mentors during the 1987-88 school year where in agreement with attitudinal statements number 3 and 7. A much larger percentage (75%) of the interns who were assisted by trained mentors during the 1988-89 school year were also in agreement with the same statements, therefore it can be concluded their self-confidence and teaching competency had grown significantly. Certainly, the interns receiving assistance from trained mentors were more inclined to believe that another teacher might ask them for advice, ideas, or suggestions than those interns who received assistance from untrained mentors a year before the T.E.A.M. Program was implemented.

TABLE 3

MEAN RESPONSES FOR SURVEY ITEMS ON AREAS OF ASSISTANCE PERTAINING TO TEACHING SKILLS

	Assistance Needed By Interns			Assistance Provided By Mentors		
	Pilot (n = 15)	Pre (n = 18)	Post (n = 26)	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
1. In planning instruction and in preparing course objectives	2.1	2.9	2.6	3.7	4.4	3.5
2. In using a variety of teaching methods and materials	1.9	3.5	2.9	3.6	4.5	3.7
3. In communicating with learners by giving clear directions, instruction and feedback	1.9	2.8	2.11	3.2	4.3	3.5
4. In motivating students to maintain involvement in instruction	2.4	3.2	2.5	3.2	4.2	3.5
5. In mastering content knowledge/subject matter	1.4	1.9	1.7	2.4	4.0	2.4
6. In organizing and managing time, materials, and paperwork	1.9	2.6	2.9	3.2	4.5	3.5
7. In interpersonal skills such as the ability to demonstrate enthusiasm, sensitivity and patience with students	2.1	2.2	1.5	3.3	4.4	3.3
8. In managing classroom control and handling student discipline problems	2.6	3.3	3.2	3.6	4.6	3.9
9. In developing tests / exams for students	2.1	2.9	2.2	2.3	4.1	2.7
10. In evaluating student performance and academic progress (grading system)	1.9	2.7	2.5	3.1	4.2	3.0
11. In analyzing the cause of student failure	2.5	3.2	2.5	3.6	4.0	3.1

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 11 items were given on a 5 point scale

TABLE 4

MEAN RESPONSES FOR SURVEY ITEMS ON AREAS OF ASSISTANCE PERTAINING TO NON-TEACHING SKILLS

	Assistance Needed By Interns			Assistance Provided By Mentors		
	Pilot (n = 15)	Pre (n = 18)	Post (n = 26)	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
1. In preparing for parent-teacher conferences	1.9	2.8	1.9	2.5	4.0	3.0
2. In locating and using audiovisual equipment	1.9	2.1	2.1	2.7	4.3	3.0
3. In establishing home-work policies	1.9	2.1	2.5	2.8	4.1	3.0
4. In obtaining textbooks, materials, and supplies	2.1	2.1	2.1	3.5	4.4	3.2
5. In using duplicating equipment	1.8	1.4	1.7	2.5	4.4	2.7
6. In completing follow-up procedures for record-ing and reporting student information such as grades, atten-dance, etc	1.7	2.2	2.1	3.0	4.3	3.2
7. In becoming familiar with local school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	2.2	2.7	2.7	3.4	4.2	3.6
8. In becoming familiar with the school faculty and staff	2.0	2.5	2.4	3.2	4.3	3.6
9. In preparing for the TPAI classroom obser-vation	3.3	4.3	3.8	3.2	4.4	3.3
10. In preparing the TPAI portfolio	3.4	4.3	3.9	2.7	4.4	3.2
11. In fulfilling the activi-ties required for Interns to complete the Alternative Certification Program	3.1	3.7	3.4	3.6	4.4	3.6

Continued

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 16 items were given on a 5 point scale

TABLE 4 Continued

MEAN RESPONSES FOR SURVEY ITEMS ON AREAS OF ASSISTANCE PERTAINING TO NON-TEACHING SKILLS

	Assistance Needed By Interns			Assistance Provided By Mentors		
	Pilot (n = 15)	Pre (n = 18)	Post (n = 26)	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
12. In making time available to discuss instructional problems and concerns	2.9	2.7	2.8	3.9	4.8	4.1
13. In scheduling observations of other teachers and having conferencing opportuniities to discuss their lessons	2.6	2.8	2.8	3.0	4.5	3.2
14. In having the Intern/ Mentor watch me teach and provide me with feedback about the lesson	3.0	3.0	3.0	2.8	4.6	3.2
15. In having an opportunity to analyze my own teaching using audio or videotapes	2.6	3.2	2.7	1.4	3.7	2.1
16. In stimulating myself to think about my teaching skills	2.5	3.2	2.3	3.4	4.4	3.6

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 11 items were given on a 5 point scale

TABLE 5

MEAN RESPONSES FOR SURVEY ITEMS RELATED TO THE NEED FOR FURTHER TRAINING ON TEACHING SKILLS

	Interns' Need For More Training		Mentors' Need For More Training		
	Pre (n = 18)	Post (n = 26	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
1. In planning instruction and in preparing course objectives	2.9	2.3	1.4	1.9	1.9
2. In varying my teaching techniques, methods and materials	3.4	2.8	1.9	2.4	2.2
3. In communicating with learners by giving clear directions, instruction and feedback	2.5	2.1	1.6	1.9	2.1
4. In motivating students to maintain involvement in instruction	3.1	2.7	2.1	2.6	2.5
5. In improving my content knowledge	2.0	2.5	1.6	1.8	1.8
6. In the management of time, materials, and paperwork	2.5	2.8	1.8	1.9	2.3
7. In interpersonal skills such as the ability to demonstrate enthusiasm, sensitivity and patience with students	2.3	1.7	1.8	2.1	2.0
8. In managing classroom routines and behavior, and in appropriately handling student discipline	3.3	2.6	2.0	1.9	1.9
9. In constructing teacher made tests	2.8	2.2	2.2	1.9	2.3
10. In evaluating student progress (grading system)	2.3	1.8	2.0	1.7	1.7
11. In analyzing the cause of student failure	2.8	2.2	2.1	2.5	2.3

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 11 items were given on a 5 point scale

TABLE 6

MEAN RESPONSES FOR SURVEY ITEMS RELATED TO THE NEED FOR FURTHER TRAINING ON NON-TEACHING ACTIVITIES

	Interns' Need For More Training		Mentors' Need For More Training		
	Pre (n = 18)	Post (n = 26	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
1. In conducting parent-teacher conferences	2.4	1.7	1.8	1.8	1.8
2. In using audiovisual equipment	2.1	1.8	1.4	1.8	1.6
3. In establishing homework policies	1.9	1.6	1.7	1.7	1.6
4. In locating textbooks, materials, and supplies	1.6	1.5	1.3	1.3	1.4
5. In using duplicating equipment	1.4	1.2	1.3	1.2	1.3
6. In completing procedures for recording and reporting student information such as grades, attendance, etc	2.2	1.5	1.5	1.3	1.4
7. In becoming familiar with school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	2.3	1.7	1.8	1.8	1.5
8. In becoming familiar with the school faculty and staff	2.1	1.6	1.6	1.3	1.4
9. In preparing for the TPAI classroom observation	4.1	2.9	2.5	2.9	2.3
10. In preparing the TPAI portfolio	4.1	2.9	2.5	3.0	2.4
11. In fulfilling the activities required for Interns to complete the Alternative Certification Program	3.2	2.1	2.1	3.6	2.4

Continued

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 16 items were given on a 5 point scale

TABLE 6 Continued

MEAN RESPONSES FOR SURVEY ITEMS RELATED TO THE NEED FOR FURTHER TRAINING ON NON-TEACHING ACTIVITIES

		Interns' Need For More Training		Mentors' Need For More Training		
		Pre (n = 18)	Post (n = 26)	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
12	In making time available to discuss instructional problems and concerns.	2.5	2.0	2.8	2.4	2.0
13.	In scheduling observations of other teachers, along with conferencing opportunities to discuss their lessons with me	2.6	1.7	2.8	2.2	1.9
14.	In having the Intern / Mentor observe my classes and provide feedback about my lessons	2.7	1.8	2.6	1.9	1.8
15.	In having the Intern / Mentor analyze my teaching by using audio or videotapes	2.8	1.9	3.1	2.8	2.3
16.	In stimulating me to think about my own teaching skills	2.3	2.1	2.1	2.3	2.1

Pilot = Pilot Survey (May '88) 1987-88 School Year
Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 16 items were given on a 5 point scale

TABLE 7

MEAN RESPONSES FOR SURVEY ITEMS ON RATING THE QUALITY AND IMPORTANCE OF THE MENTORS' ABILITIES

	Mentoring Qualities Interns Considered Important		Mentoring Qualities Mentors Considered to be Effective	
	Pre (n = 18)	Post (n = 26)	Pre (n = 59)	Post (n = 53)
1. Encourage the new teacher to try new instructional ideas	4.3	3.8	4.3	4.2
2. Listen to the new teacher's problems and try to understand	4.3	4.3	4.5	4.4
3. Inform the new teacher about specific aspects of his/her teaching	4.4	4.2	4.2	4.2
4. Inform the new teacher about positive aspects of his/her teaching?	4.4	4.2	4.6	4.4
5. Give frank and constructive criticism after watching the new teacher teach	4.6	4.4	4.3	4.2
6. Discuss with the new teacher facts and theories related to teaching	3.7	3.4	4.3	3.9
7. Challenge the new teacher to think for his/herself	3.8	3.4	4.3	4.1
8. Suggest supplementary teaching materials and aids that the new teacher can use	4.1	3.9	4.5	4.1
9. Give the new teacher logical reasons for ideas or suggestions	3.9	3.5	4.6	4.3
10. Help the new teacher learn more about his/her subject matter	3.4	2.5	4.3	3.6
11. Understand the new teacher's feelings about teaching	3.7	3.2	4.6	4.4

Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 15 items were given on a 5 point scale

TABLE 7 Continued

MEAN RESPONSES FOR SURVEY ITEMS ON RATING THE QUALITY AND IMPORTANCE OF THE MENTORS' ABILITIES

	Mentoring Qualities Interns Considered Important		Mentoring Qualities Mentors Considered to be Effective	
	Pre (n = 18)	Post (n = 26)	Pre (n = 59)	Post (n = 53)
12. Show interest in the new teacher as a person	3.8	3.7	4.7	4.6
13. Approach the new teacher with an attitude that displays a willingness to help	4.4	4.4	4.7	4.7
14. Make it easy for the new teacher to be his/herself when you are together	4.3	4.2	4.6	4.6
15. Assist the new teacher without becoming annoyed or bothered	4.4	4.4	4.5	4.4

Pre = Pre-Survey (August '88) 1988-89 School Year
Post = Post-Survey (May '89) 1988-89 School Year
Note = Responses for the 15 items were given on a 5 point scale

TABLE 8 THE PERCENTAGE OF INTERNS AND MENTORS IN AGREEMENT WITH ATTITUDINAL STATEMENTS ABOUT TEACHING

	Interns			Mentors		
	Pilot (n = 15)	Pre (n = 18)	Post (n = 26)	Pilot (n = 19)	Pre (n = 59)	Post (n = 53)
1. I believe in my ability and am encouraged to continue my teaching career.	93	99	98	100	97	99
2. Given enough time, I can teach almost anything to anyone	86	99	99	100	95	90
3. If another teacher were looking for "teaching tips", I'd be one of the first to be asked for suggestions.	20	78	81	94	100	99
4. I could do a good job of teaching any high school grade level or ability.	73	71	81	100	95	90
5. I am competent in teaching all areas of my subject content.	93	98	99	89	98	90
6. It's easy for me to "respond to the unexpected" while I am teaching.	73	87	87	100	100	96
7. There are teachers who have borrowed my ideas to use in their classrooms.	53	89	99	94	99	99
8. I am encouraged enough about my successes to continue teaching.	93	99	97	100	99	99
9. I like sharing my teaching skills and knowledge with a new teacher.	N/A	100	99	N/A	99	99
10. I feel that being a mentor teacher is an important responsibility.	N/A	100	99	N/A	99	99
11. Being a mentor teacher has encouraged me to expend my own knowledge about teaching.	N/A	99	89	N/A	99	99
12. I feel most capable of offering assistance to a new teacher.	N/A	99	77	N/A	99	99

C. Needs Assessment

Results of the Needs Assessment conducted in February, 1989 showed that the mentors' need for improvement was not as great as the interns' desire to be more effective in the classroom. In Table 9, the data revealed that the need to improve upon teaching responsibilities was much greater for interns than it was for mentors. Actually, the areas interns identified as having the most need for growth were: 1. discipline techniques, 2. individualized instruction, 3. knowledge of instructional materials, and 4. motivational techniques.

A ranking of the mentors' needs (see Table 10) in supporting the interns showed that mentors perceived themselves as having only a few needs in which to improve their efforts to assist interns. The five key areas they wanted to enhance were: 1. rapport with the parents and community, 2. demonstration of teaching strategies, 3. encouragement from the principal, 4. individualizing instruction, and 5. involvement with professional organizations.

While the mentors wanted to improve in the areas listed above, the interns' ranking of needs differed as presented by the data in Table 11. Six months into the 1988-89 school year, interns viewed themselves as having the greatest need for change and/or improvement in these areas:
1. individualizing instruction, 2. classroom discipline strategies, 3. teaching load, 4. activities for motivating students, and 5. knowledge of instructional materials.

Given the differences in areas of need between mentors and interns, the one need that both groups ranked high was individualizing instruction. The mentors wanted to do more to support interns in this particular area, while the interns also considered it to be their greatest need.

TABLE 9

MEAN RESPONSES AND STANDARD DEVIATIONS FOR SOME OF THE ITEMS ON THE NEEDS ASSESSMENT (See Appendix D-1 & 2)

Areas of Need	MENTORS (n = 49)				INTERNS (n= 22)			
	Where I am as a Mentor		Where I want to be		Where I am as a Beginner		Where I want to be	
	$\bar{X}$	S.D	$\bar{X}$	S.D.	$\bar{X}$	S.D	$\bar{X}$	S.D.
1. Clerical Work	3.8	1.1	4.7	0.5	3.1	1.3	4.9	0.2
2. Dealing with Special Education Students	4.2	1.1	4.8	0.4	3.1	1.1	4.9	0.2
3. Individualized Instruction	3.3	1.3	4.4	0.9	2.1	1.1	4.6	0.7
4. Planning Lessons	3.7	1.1	4.4	0.9	3.4	1.3	4.9	0.3
5. Dealing with Parents	4.1	0.8	4.7	0.6	2.8	1.3	4.4	0.8
6. Discipline Techniques	3.8	1.1	4.7	0.5	2.4	1.4	4.9	0.6
7. Knowledge of Instructional Materials	4.1	1.4	4.9	0.3	2.7	1.4	5.0	.0
8. Rapport with Community	3.0	1.4	4.4	0.7	2.8	1.5	4.0	1.2
9. Teaching Strategies	4.1	1.0	4.7	0.7	3.1	1.1	4.8	0.5
10. Motivational Techniques	4.0	1.1	4.8	0.4	2.8	0.7	5.0	.0

Note:

Responses to these items were based on a 5 point scale.
Needs Assessment Instruments were administered February 1989

TABLE 10 RANKINGS OF MENTOR TEACHERS' NEEDS ASSESSMENT ON SUPPORTING BEGINNING TEACHERS

Areas of Need	Where I am as a Beginner		Where I want to be		Where I preceived myself	
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	$\overline{X}$	S.D.
1. Use of Course Guide	4.32	1.00	4.74	0.48	4.31	0.85
2. Dealing with special education students	4.23	1.05	4.80	0.40	4.31	0.84
3. Guiding Beginning Teacher	4.15	1.01	4.92	0.34	4.18	0.90
4. Use of Support Services	4.15	1.05	4.81	0.44	4.16	1,00
5. Grouping Strategies	4.15	1.09	4.59	0.93	4.14	1.00
6. Time Management Skills	4.13	1.20	4.79	0.68	4.17	0.89
7. Developing Instructional materials	4.10	1.40	4.92	0.27	4.27	1.07
8. Dealing with parents	4.10	0.83	4.71	0.57	4.10	0.74
9. Teaching Strategies	4.06	0.99	4.71	0.67	4.04	0.93
10. Motivational Techniques	4.04	1.09	4.81	0.44	4.17	0.86
11. School Policies & Procedures	4.04	0.94	4.53	0.84	3.94	0.96
12. Supplies & Materials	4.02	1.01	4.81	0.64	4.13	0.93
13. Encouraging Beginning Teacher	3.92	1.02	4.82	0.44	4.04	0.73
14. Discipline Techniques	3.81	1.11	4.69	0.51	3.94	0.91
15. Teacher-Student Interaction	3.81	0.98	4.57	0.76	3.63	0.98
16. Clerical Work	3.79	1.14	4.73	0.53	3.69	1.12
17. Dialogue with Beginning Teacher	3.77	1.28	4.73	0.73	3.67	1.11
18. Standardized Tests	3.77	0.99	4.65	0.59	3.73	0.88
19. Planning Lessons	3.67	1.09	4.41	0.88	3.86	0.91
20. Individualized Instruction	3.34	1.27	4.40	0.86	3.44	1.02
21. Demonstrate Teaching Strategies	3.33	1.46	4.61	0.73	3.14	1.38
22. Professional Organization Membership	3.31	1.25	4.35	0.90	3.33	1.29
23. Encouragement from Principal	3.30	1.14	4.52	0.74	3.40	1.12
24. Rapport w/Parents & Community	3.02	1.42	4.45	0.67	2.88	1.25
25. Disruptive Students	2.73	1.52	3.29	1.77	3.24	1.46

TABLE 11 RANKINGS OF BEGINNING TEACHERS' NEEDS ASSESSMENT

n =22

		Where I am as a Beginner		Where I want to be		Where I preceived myself	
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
1.	Guidance and Support	4.05	1.43	4.86	0.46	4.32	1.08
2.	Use of textbooks & workbooks	3.86	1.10	4.82	0.39	3.77	1.02
3.	Dealing with colleagues	3.67	1.27	4.95	0.21	4.09	0.86
4.	School equipment	3.62	1.16	4.91	0.42	3.86	0.99
5.	Keeping students on task	3.43	0.87	5.00	.00	3.86	0.71
6.	Evaluating Students	3.43	1.07	5.00	.00	3.86	0.94
7.	Constructing tests	3.38	0.97	4.86	0.46	4.00	0.81
8.	Preparing Lesson Plans	3.38	1.28	4.90	0.30	3.81	0.92
9.	Dealing with individual student differences	3.33	1.15	4.86	0.35	3.77	0.92
10.	Making transition in teaching activities	3.24	1.26	5.00	.00	3.55	1.01
11.	Dealing with Special Education students	3.10	1.07	4.95	0.22	3.55	0.94
12.	Clerical work	3.09	1.33	4.95	0.21	3.55	1.40
13.	Communicating with principal	3.09	1.41	5.00	.00	3.91	1.06
14.	Teaching strategies	3.05	1.07	4.77	0.52	3.68	0.77
15.	Community involvement	2.81	1.50	4.05	1.25	3.23	1.37
16.	Activities for motivating students	2.76	0.70	5.00	.00	3.50	0.85
17.	Contacting parents	2.76	1.26	4.36	0.84	3.27	0.88
18.	Classroom noise	2.76	1.33	4.95	0.21	3.32	1.04
19.	Discipling students	2.71	1.34	4.95	0.21	3.09	1.01
20.	Student participation	2.67	0.85	4.18	0.73	3.05	0.84
21.	Knowledge of instructional material	2.67	1.39	5.00	.00	3.48	1.12
22.	Teaching load	2.52	1.07	4.95	0.21	2.91	0.81
23.	Classroom discipline strategies	2.38	1.39	4.86	0.63	2.90	1.19
24.	Graded courses of study	2.15	1.42	4.29	1.27	2.57	1.43
25.	Individualized instruction	2.05	1.07	4.59	0.73	2.91	0.97

D. Teacher Burnout Inventory

A close examination of the mentors' and the interns' data on burnout, along with the national norm data for teachers, indicated that a high level of burnout did not exist among the T.E.A.M. Program participants. The Maslach Burnout Inventory results as shown on Table 12 showed that the ranges of emotional exhaustion, depersonalization, and personal accomplishment were similar for the mentors and interns at the conclusion of the 1988 and the 1989 school years. Therefore, the data for each time period stayed within the same distribution range.

Also, it is important to note that the emotional exhaustion of the mentors and interns was consistent with the national norm, while their impersonal attitude toward students and failure to feel a sense of personal success were lower than the national norm; therefore, the burnout they encountered seemed to be less than that of other classroom teachers represented in the norm.

Overall, the percentages shown in the three categories (high, average, low) on Table 13 did not vary greatly among the mentors and interns during the times the burnout inventory was administered. In coping with work related stresses and frustrations, the mentors and interns did not exceed the average norms for teacher burnout. The data were conclusive in showing the scores for the mentors and the interns on the burnout inventory to be lower in comparison to the national norms.

TABLE 12

THE MEAN RESPONSES AND STANDARD DEVIATIONS FOR INTERNS AND MENTORS BY THE THREE CATOGORIES OF BURNOUT ON THE MASLACH BURNOUT INVENTORY

	Norms						Interns						Mentors					
	Combined Samples (n= 4.163)			May '88 (n = 22)			May '89 (n = 21)			May '88 (n = 21)			Aug. '88 (n= 59)			May '89 (n = 47)		
	(R)	X	S.D.	(R)	X	S.D.	(R)	X	S.D.	(R)	X	S.D.	(R)	X	S.D.	(R)	X	S.D.
EE[2]	(A)	21.2	11.0	(A)	18.9	10.0	(A)	23.1	12.2	(A)	21.3	9,1	(A)	18.2	9.1	(A)	20.7	10.9
DP	(A)	11.0	6.1	(L)	6.6	4.1	(L)	7.5	5.7	(L)	5.8	4.3	(L)	6.8	5.0	(L)	6.9	5.9
PA	(A)	33.5	6.9	(L)	40.4	5.0	(L)	38.9	5.0	(L)	40.2	4.7	(L)	40.7	5.3	(L)	40.3	5.7

[1](R) Range of Experienced Burnout according to normative distributions
- (L) Low\lower third
- (A) Average\middle third
- (H) High\upper third

[2]EE Emotional Exhaustion - Teachers feel emotionally overextended and exhausted by teaching responsibilities.

DP Depersonalization - Teachers have an unfeeling or impersonal attitude toward students.

PA Personal Accomplishment - Teachers lack the feelings of personal success and accomplishment in their work with students.

TABLE 13

PERCENTAGES BY RANGE OF EXPERIENCED BURNOUT FOR INTERNS AND MENTORS ON THE MASLACH BURNOUT INVENTORY

Categories of Burnout	Interns						Mentors								
	May '88 (n = 22)			May '89 (n = 21)			May '88 (n = 21)			Aug. '88 (n= 59)			May '89 (n = 47)		
	[1]High	Aver	Low	High	Aver	Low	High	Aver	Low	High	Aver	Low	High	Aver	Low
EE[2]	27.3	31.8	40.9	42.8	28.6	28.6	28.6	47.6	23.8	15.2	44.1	40.7	27.6	36.2	36.2
DP	4.5	27.3	68.2	4.7	28.6	66.7	-	28.6	71.4	11.9	11.9	76.2	12.8	17.0	70.2
PA	4.5	13.7	81.8	4.7	23.8	71.5	4.7	19.1	76.2	5.1	16.9	78.0	10.6	10.6	78.8

[1]High Represents a high range of experienced burnout
Average Represents a moderate range of experienced burnout
Low Represents a low range of experienced burnout

[2]EE Emotional Exhaustion - Teachers feel emotionally overextended and exhausted by teaching responsibilities.

DP Depersonalization - Teachers have an unfeeling or impersonal attitude toward students.

PA Personal Accomplishment - Teachers lack the feelings of personal success and accomplishment in their work with students.

E. Conferencing Questionnaire

As for the conference climate or setting, both the mentors and interns considered it important to conduct conferences in a quiet atmosphere, with no outside interruptions during times which were convenient for both the intern and the mentor. Actually the time the mentors preferred for holding a conference was during the intern's planning period. As far holding conferences in the morning before classes, during lunch period, or at the end of the school day, they did not have a high preference for any of these times as indicated in Table 14. In addition, the mentors and interns showed no strong preference for having their conferences in the classroom or the teacher's lounge. Instead, they were most concerned about having convenient times to meet for conferences and not being disturbed while the conference was in progress.

In Table 15, the data shows that mentors and interns considered it important to have the following elements in a conference: Support and praise when appropriate, immediate feedback and suggestions after a classroom visit, the opportunity to ask questions, and discussions related to teaching strengths and weaknesses. They also thought it was essential to have conferences even when the interns were doing a good job of teaching. Overall, they were positive about communicating with each other; however, they considered it more important to have conferences on a weekly, rather than on a daily basis.

Planning the conference information and/or topics to be discussed in advance was more important to the mentors than it was to the interns. As for classroom observations, mentors preferred to hold pre-observation conferences with interns prior to the observations, but the interns did not have a strong desire to conduct a pre-observation conference with the mentor. In total, the mentors felt the need to have some direction or idea of the topic they would discuss in conference with the interns.

TABLE 14 **MEAN RESPONSES AND STANDARD DEVIATIONS REGARDING THE IMPORTANCE OF CONFERENCE CLIMATE**

I consider it important to have conferences that:	INTERNS				MENTORS			
	Pre-Survey (n = 22)		Post Survey (n = 17)		Pre-Survey (n = 62)		Post Survey (n = 51)	
	X	SD	X	SD	X	SD	X	SD
1. Are held in a quiet atmosphere	3.77	.92	3.55	1.32	4.46	.61	4.31	.76
2. Are scheduled in places with no outside interruptions	3.86	.88	3.70	.98	4.53	.61	4.39	.80
3. Are held in my classroom	2.00	1.02	1.94	1.02	2.35	.99	1.98	1.19
4. Are held in the (interns) (mentors) teacher's classroom	2.04	1.04	1.88	.92	2.70	1.15	2.50	1.33
5. Are held in the teachers lounge	1.54	.85	1.41	.79	1.43	.82	1.23	.70
6. Are held at times which are convenient for the (intern) (mentor) teacher	4.09	1.10	4.23	.75	3.96	1.11	3.54	.94
7. Are held during my planning period	2.72	1.31	3.11	1.16	2.72	1.21	3.01	1.25
8. Are held during the (intern) (mentor) teacher's planning period	2.77	1.23	2.94	1.14	3.00	1.17	3.27	1.26
9. Are held before classes start in the morning	2.31	1.04	1.88	.92	2.33	1.24	2.29	1.30
10. Are conducted during my lunch period	1.81	.95	1.82	1.01	1.67	.98	1.82	1.01
11. Are held at the end of the school day	2.81	1.13	2.58	1.06	3.03	1.21	2.76	1.24
12. Are held on time from beginning to end	2.68	.99	2.82	1.33	3.69	1.28	3.41	1.29
13. Are conducted around a table	1.90	1.06	1.47	.79	2.19	1.27	2.29	1.33

TABLE 15 MEAN RESPONSES AND STANDARD DEVIATIONS REGARDING THE IMPORTANCE OF CONFERENCE TECHNIQUES

During a conference I considered it important for the (intern) (mentor) to:	INTERNS				MENTORS			
	Pre-Survey (n = 22)		Post Survey (n = 17)		Pre-Survey (n = 62)		Post Survey (n = 51)	
	X	SD	X	SD	X	SD	X	SD
1. Discuss my feelings (intern's) feelings about teaching	3.63	1.04	3.82	1.28	4.69	.61	4.54	.61
2. Offer support to me (intern)	4.22	.86	4.52	.62	4.93	.24	4.88	.32
3. Give me praise (intern) that is specific when appropriate	3.90	.92	4.35	.93	4.95	.21	4.88	.32
4. Discuss my (intern's) strengths in teaching	4.45	.67	4.52	.62	4.93	30	4.90	.30
5. Discuss my (intern's) weaknesses in teaching	4.54	.67	4.58	.61	4.74	.37	4.15	.88
6. Conference with me (intern) even if (he/she) is doing a good job of teaching	4.22	.92	4.52	.79	4.66	.57	4.41	.82
7. Conduct conferences on a daily basis	1.92	.89	2.29	1.21	2.35	.11	2.39	1.26
8. Conduct conferences on a weekly basis	3.54	1.29	3.88	.60	3.98	.98	3.84	.94
9. Hold unscheduled conferences (hallway) with me (intern)	3.13	1.12	3.11	1.16	3.08	1.25	3.03	1.23
10. Plan in advance information to be discussed with me (intern)	3.18	.79	2.94	1.29	4.37	.83	3.92	1.03
11. Pre-schedule topics to be discussed	2.45	1.18	2.52	1.06	3.77	1.07	3.41	1.00
12. Let me (intern) suggest topics to be discussed	3.68	.89	3.52	.87	4.56	.56	4.49	,61
13. Focus on the classroom observation of me (intern)	3.50	.80	3.64	.93	4.30	.80	4.03	.77
14. Conduct pre-observation conferences before observing me (intern)	3.22	1.02	2.35	1.27	4.40	.91	4.01	.96
15. Hold pre-observation conferences that explain the behaviors the mentor will observe during classroom visits	3.36	1.25	3.00	1.27	4.45	.78	4.09	.90
16. Provide specific suggestions to me (intern) after a classroom visit	4.59	.59	4.35	.99	4.79	.48	4.37	.77
17. Provide immediate feedback to me (intern) after a classroom visit	4.36	.78	3.94	.82	4.79	.54	4.70	.60
18. Encourage me (intern) to ask questions	4.31	.77	4.23	1.03	4.96	.17	4.78	.41
19. Emphasize conferences as an effective means of communicating with me (intern)	4.00	1.11	3.70	1.26	4.77	.45	4.37	.87

TABLE 16

MEAN RESPONSES AND STANDARD DEVIATIONS REGARDING THE IMPORTANCE OF CONFERENCE SKILLS

In terms of conferencing skills, I consider it important for the mentor to:	INTERNS				MENTORS			
	Pre-Survey (n = 22)		Post Survey (n = 17)		Pre-Survey (n = 62)		Post Survey (n = 51)	
	X	SD	X	SD	X	SD	X	SD
1. Have conferences begin on a positive note	3.90	1.10	4.11	1.05	4.83	.41	4.88	.32
2. Have conferences end on a positive note	4.04	1.04	4.29	.91	4.85	.39	4.88	.32
3. Be a patient and attentive listener during conferences	4.27	.63	4.23	.83	4.93	.24	4.84	.36
4. Conduct conferences in a professional manner	4.13	.94	3.70	.91	4.87	.38	4.62	.66
5. Communicate so that I (intern) understands	4.59	.50	4.29	.84	4.95	.21	4.88	.32
6. Utilize conference time wisely	4.36	.58	4.05	.82	4.90	.29	4.74	.48
7. Take written notes during conferences	2.81	1.36	2.29	1.26	3.79	.01	3.31	1.30
8. Have had training in conferencing techniques	2.95	.99	3.58	1.17	4.16	.92	4.33	.73
9. Discuss conferencing techniques with me (intern)	2.86	1.16	2.47	1.00	3.66	.03	3.33	1.17
10. Know how to share negative information in a constructive manner	4.36	.65	4.17	.72	4.95	.21	-	-
11. Maintain a sense of confidentiality regarding information discussed with me (intern)	4.50	.67	4.58	.61	4.96	.17	-	-

F. Journal Entries

Mentor Comments on Improving Conferencing Skills

I need more practice asking leading questions

I must work on not automatically trying to solve a problem

Learning to listen and not be too quick to suggest possible solutions

I found it difficult to tell the teacher she made a mistake

Getting my intern to relax and talk more

Not to be a "know it all"

To slow down and listen

Presenting ideas in a less controlling way

Asking open-ended questions

Using supportive statements

Wanting to fix things and not ask questions

Openness

Empathy statements

Listening quietly and let all frustrations be voiced

Non verbal communication

Give clear examples of directions and techniques

Transmit effective teaching strategies

Sticking to the topic

Patience and managing time

Need to watch response statements and not give pat answers

G. MENTORS

INTERVIEW QUESTIONS AND REPRESENTATIVE COMMENTS

1. **Looking back on your mentoring experience this year, what would you describe as the most positive outcome for both yourself and for your intern?**

The most positive outcome for me has been the opportunity to examine what I do and to think through why I do it before sharing with my intern. It has caused me to examine my own motives and my own reasons for doing things before sharing those, or more or less imposing those, on someone else.

It gave me an opportunity to look at myself in an objective way, and to look at some of the things that I do that will assist my intern.

Being able to help someone to get through the most difficult times of teaching.

Having someone ask questions about teaching. Support when my intern was having a rough day, and a pat on the back when she was having a good one. It has been a real learning experience - I've learned ways that I can help my students in the classroom. I've become a little bit more sensitive as to pushing my wants and my thoughts upon someone when that is not what they need at that time.

My re-evaluation of myself as a teacher, how much I care about what new teachers encounter. The most positive thing for my intern has been how supportive our whole Math Dept. has been to her - We've just welcomed her with open arms.

Mine was watching my intern grow by my teaching and correcting without pressure. He asked me so many things that he could dare not ask an administrator.

Keeping a positive aspect on teaching. I think when you help someone you tend to do more encouraging, and thinking about the good things you are doing. I think it makes you more positive as a teacher. For my intern - I think it was having someone she could always ask a question of and feel comfortable talking about problems without having to put on a front - like she knew everything.

It was the relationship the two of us built. Working together I learned from her, and she learned from me. She felt she could be honest with me and I tried to be honest with her when she asked me my opinion.

I think mentoring is something wonderful. I see it as a very supportive non-evaluative role and a big assistance to the department chairperson.

2. **What have been any negative aspects?**

Managing time with my full load of classes and managing time when I can help her. I don't feel like I am doing a good a job as the program deserves due to the time constraints.

Not having compatible planning periods and not having enough time.

Paperwork and the lack of time to give her all the help she would need -- we're not free enough to adjust our schedules.

You don't have the time to go in a classroom to observe. The only real thing is so we could be more flexible to set up times to work on the problem area.

Having enough time to spend with the intern, not nearly enough time to sit and plan and talk about ways in which I could help here.

Would have been better if mentor and intern could be in the same subject area.

Giving constructive criticism - having to tell someone when they are not doing well.

Encountering someone who is unwilling to take advantages of your experiences or to be willing to try a new strategy. Resistance to listen to advice or suggestions - or be willing to try strategies.

3. **If given the opportunity, would you be a mentor again?**

I would under certain conditions - such as alleviation from certain responsibilities. It would be good if the intern and mentor could have a period together.

I think it is one of the best programs DeKalb has had. I'm not sure that I need to be paid for it -- I enjoy it too much. I would love to have more and more training to do it more effectively.

It's like the old buddy system with a 200% increase in what it is accomplishing for the new teachers.

Yes - It has helped me re-evaluate myself and if I had the chance I would do it again.

Yes, I would definitely be a mentor, because this year was a learning experience. I know that next year I would be much, much better. Being given the opportunity to be a mentor again would be fantastic for me.

Yes - with certain changes. I would not fill out forms while watching the intern. They feel it is a threat to watch and write observations while you are watching. I would suggest we just sit and watch them in the beginning.

4. **What problems did you encounter in assisting your intern?**

My intern had a drastic change in schedule, and I was last one to know. If that happened to me as a veteran teacher, I would have verbalized a lot more than my intern did.

Not having a compatible planning period. We have learned from each other - brainstorming sessions. We were able to share without any problems.

I tend not to be a procrastinator. I tend to be very well organized. No planning period together - that has been a big problem. Her lunch is different than mine - so we have a lot of trouble getting together. Even during classroom observations - for me to go into her class was difficult. There are very little private places to sit and meet.

We ran into a couple of problems with the administration where I don't think they fully understand what our relationship should be. I don't think they did it on purpose.

The biggest problem I think I found with assisting was that I could not impact her class load - and another problem was that her planning period was a different from mine. The only time sometimes I could talk with her was in the hall during hall duty. She coached after school so that took away from the time after school. She did a lot of planning before school, so that took away from time there. The only time I had was about 15 to 20 minutes during lunch.

5. **How did you solve any unexpected problems or situations which you may have encountered?**

I first found out she was having some problems from her department chair person and the person that was teaching next door to her. She kept a lot of the problems she was having to herself. She couldn't feel inside her that she was in control of the class. She did not feel comfortable. I felt her duties to after school coaching were too

demanding for her. She had a very large class and there was nothing I could do to control the circumstances around her.

I went to my bag of tricks. I tried to give her as many ways to do things as she could. She was good about thinking on her feet too - as far as trying to solve something right then and not let it go.

Basically by putting her needs first. I would look at it from her perspective. When I had a major problem I did take it to the Assistant Principal and then to the principal, to make sure I was getting the proper support. I tried to put her priorities first - what was best for her and what was best for the program.

She had a problem with a peer teacher - she talked with me and she talked with the department chair and at that point I thought my best service to her would be go directly to the principal as her mentor teacher. He thought she should handle the situation.

6. **As you observed your intern teaching at the beginning of the school year, what did you identify as major strengths and weaknesses?**

Motivation was there. The way she handled constructive criticism was great - it astonished me. Anything I suggested it was tried the next day. When I went in to observe there was no anxiety at her invitation. Her weaknesses are like most first teachers - discipline and classroom management skills.

Strengths - the desire to communicate with the kids. Have a student generated agenda. Weakness was in attempting to allow the student to generate all the information for discussion, and a laissez-faire attitude that anything they brought up was worthy of discussion - regardless of whether or not it supported the learning objectives for that day.

She is so strong in science and shares that beautifully with the students. The problems were a lack of confidence to control a classroom. The major problem was she had to float from room to room with a cartload of chemicals and supplies - and some of the discipline and management problems came from that. There was no way she could be in a classroom setup ready to go - in order to begin her class in control.

Her major strength was her determination to want to make it work. Her major weakness was discipline - she came in too soft with the kids.

Strength, very conscientious. She will put a lot of time into planning. Consistent with planning. Weaknesses - probably little insecurity dealing with some of the emotional challenges. She was surprised at students lack of respect.

Strengths - Her enthusiasm - her incredible knowledge of all books. She'll talk about something she is reading - she makes reading very exciting for the students. They cannot relax mentally. They know that their brains have got to be working all the time and they have got to keep up with her.

Her major strengths were her compassion for the students - rapport with students.

Weakness - discipline in the classroom - classroom control. Strengths - content area and approach to teaching.

She had to change some of her approaches with lower level students. I saw myself looking for ways to help her make changes--so as a team we got a lot accomplished.

I noticed that she was well organized. She never overreacted when there was a conflict in her classroom. One of the problems was - students would just put their head down on the desk - and sometimes she seemed to just ignore them.

7. **What would you now identify as major strengths and weaknesses?**

Strengths - Her enthusiasm. Weaknesses - Still needs to refine her discipline. She knows that next year she has got to start out really stronger at the beginning, especially with the students with nasty attitudes.

She had definitely come around as far as discipline was concerned. She was trying to let the kids know why she was following the rules and they were expected to follow the rules - she had come a long way in discipline.

She was a good planner and now she is even better. She was kind of intimidated at first, which cause the discipline problem.

Her confidence and ability in this stage of the game. Negative aspect - she becomes discouraged quite easily if

she has a unit that doesn't all have good grades at the end of the unit - she feels it's a reflection on her.

Not having the attention of all of her students - but her lessons were always well planned.

Strength - She is very innovative. She will put into effect a lot more innovating things than I - for instance - group activities - she has no fear of losing the class - she will let them work in groups - she will let them go to the board and work. She is able to be more flexible - had confidence. Weaknesses - classroom management.

She was becoming less and less enthusiastic. Also, she was becoming somewhat bitter toward some of her students. She felt they were responsible for some of the problems she was having.

I felt she was very confident. I think she is more self assured.

Strength - subject matter. Weaknesses - Classroom administration, not completely aware of every thing going on in classroom. However, definitely improved.

8. **What professional strengths or weaknesses have you observed in your intern other than instructional?**

She's late to meetings and can be unorganized. She is a fine human being and has a fantastic desire to be a teacher. I have observed a person who is not attentive to the record keeping requirements we have - the majority of which is legal in nature.

Active in extra curricular - athletics - clubs. Very supportive of administration. I think she did a great job all year long.

She is quite well organized - in class on time. Has her materials ready. During planning she does some observing tutoring. Paperwork is all on time.

She works very well with the other members of the faculty. When I need something she has it in on time - Prompt. She has attended some programs outside of school to improve her teaching. She's really interesting.

Good interpersonal skills - patience - she is always on time - involved with the faculty.

She may have been over extending herself. Taking several classes.

She is very enthusiastic - very positive attitude - is willing to do her best.

9. **Where do you believe you have given the most assistance to your intern?**

New teachers are not given as much guidance at the beginning of the year as to what to do. I've been her reference point to find out -- how I do grade documents - When do I turn them in - What about this attendance thing, etc. - A bridge between her and the things you don't learn in education classes.

Probably in the paperwork areas, and just having a shoulder to cry on. I showed her how to use the computer for her grades. I also showed her what a course resume is - she basically copied mine - used my grading procedures. That helped. At the beginning she tried to be "super woman" and she realized it's not bad to have problems.

I gave her some new ideas on how to deal with the class. We video taped the class on two or three occasions, and then I gave her some suggestions on how to get the students involved. Some of the students where she was having behavior problems, I took some of the students and talked to them and tried to correct the situation with them. That helped somewhat. When they went back to the class she was able to control them better.

Probably being a backup - and being able to reflect whether she's on the right track - subject matter. Giving assistance with instruction.

Just being available - certain times we could not communicate as much as we would like.

In terms of her feeling good about herself - giving her more confidence - good positive reinforcement.

In planning and talking on discipline.

I was his backbone or his rock. Once he found out he had that trust in me, he could ask me anything. Just being there for him, and being honest with him.

Class techniques - how to improve her instruction. I helped her the most in making her class more interesting.

Just in everyday procedures - general things about school - where to get help on forms.

I believe my greatest assistance would be in letting her realize that everything was not falling apart. I gave her confidence, I was very supportive. She felt more secure and more relaxed.

As a confidence builder - as a cheerleader - and I think that is important. Letting someone know that they are doing a good job, goes a long way.

Discussed different ways of teaching - We shared good ideas and suggestions.

Giving him ideas on ways to present material in classroom - strategies to use.

10. **In what areas would you like to have given more assistance?**

Coming up with more strategies especially for these lower level classes. Attend some workshops together. Have the opportunity to brainstorm with other mentors.

In actual planning for instruction - in helping him plan various strategies for students who are achieving at different levels. Classroom management strategies.

I would have liked to have had more time - instead of bits and pieces - five minutes here and five minutes there - to sit down once a week or so to go over some more refinement with more test strategies, more paperwork areas, to make our exams together - that type of things. It would be helpful to have been able to have a scheduled time - like a planning period.

I would have loved to have given her more assistance in the video taping area. I also suggested to her what would be a tremendous parent conference thing for her was to use the video and show the parent actually what the child was doing.

Planning and organization.

I wish I had been able to help her find more materials - didn't know about the science area. It is more complicated when you are not teaching in the same content area.

I wanted to give her more instructional ideas, but it was more difficult there because we were not really teaching the same things.

Discipline - I possibly could have saved her a lot of headaches, if I could have helped her early in the year.

Just knowledge of content. She usually overplanned. It is better to have something to spill over than to have ten minutes with nothing to do.

11. **How would you describe your intern's attitude toward teaching at both the beginning of the year and at the end? What may have contributed to any change?**

During the year, the class loads got to the point where she thought it was unfair. They kept adding behavior students to her classes. This started to impart on her sense of disregard for a well being from administration. And then when administration would not listen to anything she had to say that affected her even more - she felt very lonely in a world by herself. She thought they were uncaring. This eating away at her self-esteem. That changed her positive attitude to a negative one. She almost wanted to stay in teaching because of the positive feeling she was getting from coaching. She was not getting the positive feeling from the teaching. Another thing that had a tremendous impact on her was the supervisor who gave her a negative evaluation. She felt as though she was a poor teacher. If the supervisor had handled it in a more positive fashion, I think she could have saved that young teacher. To restore this personal relationship, I tried to get the supervisor and the mentee together.

At the beginning of the year she was very enthusiastic - a little frightened - a little scared to get up in front of the class - I think she was not self-confident at all. She never felt like she was doing a good job. At the end I see a lot more confidence. What contributed -- experience, from being observed - and having people tell her "you are doing a good job." The GTOI helped her and she got very good evaluations for that - every time I observed her I saw very few problems. Just timeless "pats on the back."

Enthusiastic, very idealistic. Changes - disillusionment - wondering if I am going to be able to accomplish the things that I dreamed I would be if this is my calling. She is definitely very committed to this career. less idealistic and more realistic.

Very enthusiastic at the beginning - Now not as enthusiastic - but he is not discouraged.

At the beginning of the year she had a more positive attitude. At the middle of the second quarter when the

changes happen I saw a drop in self confidence - high expectations.

At first I think she felt overwhelmed - she has gained confidence.

At the beginning - she was excited about it - now I feel she has a negative attitude - the change is due to students discipline.

He has a good attitude - he is so positive and enjoys teaching.

She was very enthusiastic at the beginning of the year. That enthusiasm would wave during the year - even at the end she was enthusiastic but frustrated, because there were so many things she wanted to do. The kids bucked her every time she turned around - that is so frustrating - no matter what she tried to think of to be creative.

He feels more confident now about teaching - He has the class under control.

At the beginning - she thought she could not manage the class. The students were not supportive. She likes a give and take - equal learning with the students. Now that has equalled out - she has gained confidence and control. She can manage things without being a dictator.

She was real enthusiastic at the beginning and she still is. I really don't think she came into the profession thinking it was going to be easy. She prepared herself accordingly. I really think she probably knew about what to expect, because she did not seem to be real upset or disappointed about all the extra things she had to do that are not obvious. Her expectations were in perspective.

12. **Would you recommend that your intern continue teaching?**

Absolutely - she is shining star on the horizon of the teaching profession.

Definitely - I think that she will be an excellent teacher.

Yes, I also recommend she become a mentor teacher.

13. **Do you believe that your intern will chose to continue teaching?**

That might be questionable - I think she plans to continue.

Yes - she's looking forward to the challenge of next year.

Yes. She is highly motivated and the students like her.

Yes - she signed a contract.

Yes, she is also very interested in the medical field.

She did resign during the year, because of her discouragement, because of not feeling successful with her teaching.

Probably, I don't know for how long - I feel he is not challenged.

14. **How do you think teachers at your school see your role as a mentor?**

Positively - I've been mentoring for years now they just use a new term for it. It was Cooperative Teacher, Practice Teacher now they call it Mentoring and I've been that for years.

We have not been very open about it - the principal and the vice principal said he thought it was an excellent program and that he would like to see more of it.

I guess the other teachers look at me the same way they look at someone who has a student teacher - just as a guide - as a model - not necessarily better than someone else.

Because of the low key that I tried to achieve this year -I don't think it has made a difference - I don't walk around with a badge that says mentor.

I think they see me as a supervising teacher for her, a support for her to walk her through the first year.

Some of them say it is a waste of time - some think it's a good idea that they have a support system - some say everybody should be doing this anyway.

Faculty, as a group, sees a need for this role.

Sometimes they can't imagine how I have the hours to put into this. I think they see it as a worthwhile thing.

Most of them do not understand it. They don't know what I am doing. Some have said how do you get picked for this. They feel they would like to be asked to do this.

Most do not know anything about it - I mentioned it to a few. One felt he would have been better if he had a mentor when he first started. Some have asked me how to get into it next year.

15. **Did you encounter any criticism from other teachers?**

Not criticism but things like "Oh I can't help you because I'm not your mentor" or "I can't help you because I don't get paid for it." These are older teachers talking with a first year teacher. Just the jealousy of pay for mentors.

I am the kind of person who if they did it probably would not stick in my mind for long. I think teachers really want to get into the program. I think that is something the system as a whole would benefit from.

No - they more or less just say I'm crazy, because they know it's so time consuming.

No - they know that a lot of work is involved to be a mentor - and they commend us for doing it.

No - They were very supportive.

16. **What kind of support did you receive from your school administrators?**

Very little - I'm hoping that next year, at the beginning of the school year the mentor teachers can sit down and talk with all the administrators and dept. chairperson and let them know what our role is, and talk about ways we can make first year teachers feel more comfortable in our school - they should be there supervising and helping.

Lot of support from principal. Talked with me about improvements she had seen. I felt very good about being used in this way.

They were very cooperative.

The administrators need to be made more aware of how we need to have our classes covered to go observe the intern.

I get all support from all my administrators - they know they can depend on me - they don't have to worry about me being negative.

Very positive, supportive. They worked well with us. Department Chair good support.

Principal - I really think he felt that this was not a top priority, there were so many things that were. I don't feel like I really had much support. It was like we are aware of the program and we are leaving it up to you to make it work.

17. **What aspect of the training was most beneficial to you?**

Training was so wonderful - it gave me some confidence,even just by being chosen - you always wonder - Am I good enough -- I know I'm good but am I good enough - the program showed you that you are good, that you are needed, and that you can make a difference. If we could have had just a rap session with mentors and interns it would be nice. January is a good time to get some of the spice back - we could go and meet - interns and mentors. TESA was good - there are some other staff development courses I would have like to have been able to attend, but when you are trying to work with your intern - there is not enough time in the day - I wish some of those classes could of been offered on a Saturday - Especially when you are dealing with something as emotional as being a mentor - you are so burnt out by the end of the day that you can't give it your all.

Summer workshop - like a religious retreat - but in a professional context. We would need to have - at least one more period off - so that the teachers could work together - and they could chose which period - I don't like to leave my classes it was a difficult choice. More compatible scheduling - perhaps get an extra period it was very difficult for her to get her observations in. It was a great year - we both learned from each other - it was wonderful.

When we talked about how to give positive criticism - or praising from the observations and positive criticism or constructive criticism and trying to help the mentor help themselves or help the intern help themselves to solve the problem.

To be a mentor is very demanding for me. When they had a student mentor training sessions I was able to go in to show them how to be open how to redirect the person and I used some of the things that we had learned in the class. I used some of the materials I learned during the summer workshop to redirect situations.

It helped me look at my teaching - I felt I need more training.

One of the best things was developing interpersonal skills with my peers. Conferencing skills. Allowing fewer

preparations so they can concentrate on what they have rather than spreading thin.

I would like to further develop my evaluation skills.

The summer helped me the most because I think in order to help others you have to start with self first.

Conference skills at the summer workshops.

Role playing - that was excellent.

Conferencing was very important. Positive paraphrasing.

Everything I went through was helpful - especially the TPAI training. I feel it has helped me professionally. I am now more positive to students, no matter how small. If at all possible have more meetings with mentor and intern together. Have teacher and mentor in two or three schools meet together.

The counseling techniques - helping people get out their frustrations of what is really bothering them.

18. **Looking at the future, what kinds of skills, information need to be included in the mentor program.**

Meet the intern in the summer - before preplanning. It would be beneficial. All new teachers need help. The

program has helped me to develop as a better teacher. It helps the interns to realize they can do a good job.

Give each of those interns a professional leave day and maybe meet once every two months for eight hours to share ideas, to work with each other. To meet on a Saturday - uncompensated. At the end of a very long day mentors had their minds on other things.

We should definitely keep the program. Plan if possible the planning period of mentor and intern the same period.

H. INTERNS

INTERVIEW QUESTIONS AND COMMENTS

1. Looking back on your first year of teaching, what would you describe as the most positive aspects of this experience?

The support that I have gotten from the peer teachers has been just tremendous. I don't know if I could have done it without that kind of support. Support was the most positive thing.

Developing a good rapport with the students, regardless of whether or not they do everything perfectly they want to try to work with you. By the end of third quarter, I really don't have any discipline problems.

I have learned so much - I have reinforced what I learned in college. I've learned more about the computer. I feel like I was successful this year.

My department chairperson was an excellent resource, excellent as far as getting the job done without causing the people to have to go insane. Administrative support was good. I got a lot out of my Staff Development classes. I learned a lot that I really need to know. My mentor was a lot of help during my first year. When I really needed help I would say, its been the supportive administration and staff development that is very positive.

Having a mentor. Our rooms are on the same hall and we were in constant contact. We share a planning period together and that was very helpful.

I really had a good mentor - she helped me out a lot, any question I had, any help I needed she was always there. The mentors help was probably the most positive aspect.

Other teachers giving me support, helping me out. I had other teachers who are in the classroom with me, we team teach, gave constructive criticism and got a lot of good feedback.

2. What do you consider to have been the most negative aspects?

Paperwork is one negative aspect. Floating - not having my own classroom is a very big negative. It's so difficult when you can't have your own classroom. Even sharing a room with someone else, you have to move somewhere else to do your planning. The floating makes it difficult to organize your paperwork.

3. **What were the most difficult problems you encountered or adjustments you had to make? Who did you generally turn to to help you with these problems?**

Behavior problems. Probably the most difficult thing I had to deal with was attitudes. Some of the kids said real ugly things to me - I tried not to let them know it bothered me but it really bothered me for them to blow up at me. Lack of respect. I think a lot of it had to do with my being a young teacher. I didn't know how to handle the kids being at different levels. Some were truly slow - some were extremely fast and pick up on everything I taught them. I did not know whether to go ahead and leave the slow ones behind or slow up and make the fast ones bored. This summer I'll sit down and think about how to handle it. Split them up in groups. My mentor teacher suggested that I call parents. First quarter I let so much go by - because I didn't know what I could do and what I couldn't do. I let a lot of things go by first quarter, when I should have called parents immediately, because that has helped so much. My mentor teacher has been able to give me a lot of suggestions with my problems.

The major problem was discipline - and I knew that was going to be a problem when I came in. When I had problems with it - I would always first go to my mentor teacher. My mentor was wonderful. I never felt like she was evaluating me - she was more like a friend and if there was a problem and she couldn't help me she would direct me where I should go. She was always full of great advice - she never, even when she thought I did stupid things - she never said, "that was a stupid thing" -- she said, "well you know - you could have handled it this way" the way she went about making suggestions was wonderful. If I did not go to her I went to Assistant Principal in charge of instruction, once again who was incredibly supportive and wonderful. I never felt like I was not supported. In every_thing that I did I felt like there was someone there to back me up. Whenever, I had questions about what I could do or what I could not do - I always went to them and they always made it very clear. I really appreciated that.

I generally turned to my mentor - she was a great help. My problems - especially on the days that I had labs or lab tests - And finding all the materials. I would get so frustrated, when I asked someone about finding all the materials, and they would answer "You're just so dumb, it's right here or you need to go look for it in there, and I would say I've already looked for it in there and I still can't find it.

The adjustment to many preparations and different students - I would say it was like "shock" and I found it a challenge.

I turned to my mentor teacher - and also a peer teacher across the hall from me.

Gaining control over the classroom was where I had to make my biggest adjustment. Learning different techniques, putting the ones that the mentor and I discussed into practice to accomplish classroom management and organizing paperwork. My mentor. She was my main source of help.

I initially set my teaching expectations too high. I was teaching general classes on a college level. Adjusting my teaching expectations to the level of the students.

Learning how to do lesson plans. At orientation they don't teach you that. My department is the best but people in the department do not want you to use them as a crutch, so they don't tend to give as much help. Admittedly they are very busy. I got a lot of help from my mentor. It wasn't as if the people in my department couldn't or wouldn't - they were just as time constrained as I was.

There are problems in teaching. I have occasional hostile outbursts from students, unexpected discipline problems - can be frustrating. Lack of motivation with students. My mentor was accessible. She has had some real good suggestions. It was helpful to me because she and I are real similar in how we interact with the students. There is no magic formula, but she still was very helpful.

Floating. Getting adjusted to the different textbooks, especially in mathematics you have so many different ways to present the content and you are so reliant on the way the textbook explains it. Making the adjustment from the way I learned the material and the way the textbook suggest that you present it. Other teachers in my department.

4. **At the beginning of the school year, what do you believe to have been your greatest teaching strengths and teaching weaknesses?**

Strengths - Enthusiasm and energy level was extremely high and this had a charging effect on the kids. The knowledge level I feel very confident with that - but if you know something you are not necessarily a good teacher if you don't get the kids involved. Weakness - I tend to teach the way I learned the best - I realize that not everybody learns the same way. I think the thing I need to work on the most is trying to vary my teaching methods. Include more types of learning.

My greatest strength was my knowledge of the subject I was going to teach. My greatest weakness was disciplining the students so I could teach what I knew.

I expected things to move a lot faster, so preparation was a problem. I wasn't sure what the kids could master in one classroom session, so that was the biggest weaknesses. Biggest strength was patience, and enjoying the kids.

Strengths - The knowledge of the subject. I felt comfortable presenting the subject. One of my major weaknesses - I think the fact that I had never been in the classroom before. I didn't know the routines - procedures.

My greatest strength was my determination. I had enthusiasm. I'm determined someone is going to learn. My weakness the subject area - I think at first it takes time to add the extra things that make a subject interesting. Content knowledge takes time.

Weaknesses - trying to gauge my students ability so I could instruct on their level. I had to set higher expectations for the students to make instruction more challenging.

My greatest weakness was frustration. It was hard for me to relate to a 15, 16 year old. How to respond to and deal with lack of respect for teachers, parents. Getting the students to see it is a very competitive world.

Strengths - being able to relate to my students. I feel very confident in my subject. I have a lot of personal qualities to model to the students as well as a good strong content knowledge. Weakness - was organization. I travel from room to room each period.

5. **In which of these areas have you made the most improvement?**

Getting a lesson plan down to what students could master in 55 minutes. Discipline and maintaining classroom behavior. Organization of the classroom. I've improved a lot in adding the number of labs I've been able to do with 8th graders after I know what they are able to handle during that short period of time.

Being organized. How to write my lesson plans. How to deal with the questions I could not answer at the beginning of the year. More confidence.

Organization. The mentor showed me how to assign problems to find out if the kids were grasping the material and that worked out great.

Great improvement in discipline. I made myself more enforceable, and realized you are going to have kids who aren't going to do what they should no matter how you try. Don't take it quite as personal when a kid won't do what he should.

Discipline is the one area I had to make the most improvement in. I still have some problems, but I am much more confident with myself in dealing with them. With the students a lot of the problem is not necessarily that they don't have the capacity or ability, it's not that they don't work - but mostly that they do not have the proper attitude to learn - they have grown up with a mental block, and if you don't address that you don't get anywhere. That was something that I was very hesitant to deal with and that basically has been my biggest discipline problem.

Patience - My mentor teacher helped me with that too. I was used to a college pace.

6. **In which of these areas do you think you still need to make improvement?**

Discipline. Organizing - making sure I get all the paperwork done on time - and managing my time.

Lesson planning - I know what I'm going to teach - I think getting it written down on paper and getting it organized.

My grading - I don't spend as much time as I would like going through the papers. The kids want you to grade every day.

Probably resources, although I've tried to use resources you can always use more.

Classroom management - I hate to admit but I am dull sometimes, I have bored myself. I need to be a little more interesting.

One is my patience. Teaching has given me a lot more patience. Especially with the lower level kids. My basic skill kids, there's a lot of things I expect them to know and they don't know - I have to go over the material with the basic skill kids a lot.

7. **Are there professional competencies other than teaching where you may need improvement?**

I figured out that I don't use my lesson plans the way I should. I realize that I need to use my lesson plans more - have them out on my desk where I can jot down things. Write down things that don't work - or things that work real well - so I can't remember next year. Making the student aware of the objectives that I am teaching. The kids do enjoy knowing what we have planned for the rest of the year.

If I could have someone sit down with me and go over my lesson plans - to help me develop better objectives. I handle the kids that have been absent for two or three weeks at a time. Enhance my computer skills.

Getting better organized with dates - management of time.

Paperwork - more patience with some adults who show bad manners.

Having to put so much time in the certification program that I haven't had time to do too many other things. I haven't been able to volunteer time outside the classroom in extra curricular activities for students.

Organizational skills still but I don't see any great weaknesses.

To improve in the way I deal with the children. Even my Assistant Principal noticed it. Emotionally I get a little more involved than I should.

Dealing with parents, I find myself identifying with the parents too much. It makes for a nice conversation but it doesn't solve the problem. I need to be a little bit tougher.

I always feel a little apprehensive when I have a very angry parent who is very defensive. At the beginning of the year when I had to call parents - oh it was horrible - my heart would race and I know the parent knew I was a nervous wreck, and I had some pretty nasty experiences talking with a couple of them. Everything is the teachers fault - I disagree with that tremendously.

8. **In what ways has your mentor teacher been of assistance to you?**

She really has been there when I needed her. She's observed me and we have talked about her observations of me. It was more of a relationship where she helped me instead of supervising me. She was there when I was feeling frustrated

and upset. I see her major role - just being there for those times of emotional support and also she helped when I had procedure problems. If the students feel you are just learning to be a teacher - there is a lack of respect for you.

She has been most helpful in giving me confidence. Being there as a support person. Whenever I have questions - she has been there

My mentor teacher has been a great support and guide. She's observed me, we have a very good relationship. After observations - she made suggestions of things to try. We had a common flex period - where we could meet. We have met at her home a number of times. We have met at restaurants. Outside of school on weekends.

In all ways. She was excellent at telling as well as showing me what to do. She had excellent skills. I observed her teaching.

Support - He says wonderful things about things I have done in the class. Very positive reinforcement. Even when I have not used my class time wisely - he is able to say it very nicely. It seems like when administration says anything of criticism. It comes across as if you don't do anything right.

He's there when I need him and if I don't want him to be there - he's not. He's given me access to materials. We have the same language, the same department. Everything has been good.

The mentor had a very positive attitude. She showed me from the first day that she had a lot of confidence in me. She gave good feedback on my instruction. Her comments were very clear and honest.

Organization. He has been a positive inspiration. There has been times where I was really down - he would come by and even in evaluations he would always find something positive to say.

Having no education courses, she taught me Classroom Management in two weeks. Before I actually went in and started my own classes. I observed her for two weeks. It was a real big help. Lots of ways. Moral support.

9. **In what ways would you have wanted your mentor teacher to be of more help?**

It's tough for me to think of any thing. I feel like it may be an extra edge to have a mentor teacher who is in your area. My mentor teacher was in math. She was great. But I feel like if she had been more familiar with my area that would have definitely been an asset.

Maybe a little more forceful on things where I need more work. We always had good conferences after our observations - I like the good things he said to my class about my being a good teacher - especially coming from a teacher they like. Positive reinforcement really helps.

In the confusion in the beginning of the year, I felt like she was equally confused on what to do. She could of helped me more initially.

More than anything it seemed that she was learning as I was learning. It seemed that she didn't have the expertise, and she was very honest with me. That was the greatest negative, she was learning as I was.

I would like for her to have to have gone to the staff development classes that I had.

She could of helped me more if she was an English teacher. It is not the same teaching someone a foreign language than it is teaching literature. She tried to help me with some things as far as my lesson plans, but in some cases I don't think she knew what I was asking.

10. **What other persons either in or outside of your school have been of major assistance to you?**

Half of the staff has been very helpful. The Assertive Behavior, Management Behavior classes have been very helpful. When you go through these classes in college you don't have an immediate place to use them.

Outside of my mentor - no one has specifically helped me with my teaching, but I have had some peer teachers that have talked to me about ways I can help myself - like take up papers a certain way or maybe if I do my roll book a certain way.

Of course, my peers. My instructional assistant principal, she has been invaluable.

Several teachers from different school systems. I've talked to different ones about discipline problems. There is another teacher in the Chemistry Department that has helped a great deal -- He has really been an adoptive mentor for me.

When I first came here I taught a class with a paraprofessional. She helped me get acquainted with the materials - the faculty - what the administrators were looking for. Assistant principal - she would come in on informal observation and give help - she would tell me what was good and what she felt I needed to work on.

My wife - a couple of friends that teach and we discuss discipline problems. Peer teachers. Chair-person is a good person - she's a good resource person. Instructional coordinator has helped. She had a lot of good ideas on motivation.

11. In what ways have the requirements of the Alternative Certification Plan benefitted you?

I would think of the Alternative Certification Program as living the experience. It's so practical, and I appreciate the work - walking through it with the support system. This has allowed me to not only earn a salary, but learn by doing. It has been real encouraging. I have so much more self-confidence than I did in February. I love teaching. And I have achieved this year. I've learned a lot through Staff Development. It has been like a therapy session.

The staff development classes have really helped. In the State Alternative Certification Program we had a crash course in everything. My first day at Peachtree - I was so confident, because of all the things I had learned.

The staff development programs were the biggest benefit for me. I've been able to use a lot of new ideas for the kids and they've helped the behavior in the classroom too.

First of all when I was thinking about teaching I didn't know how I was going to handle the student teaching part of it, because I was working a full-time job. This is the perfect set up. Everything just fell into place.

There are a lot of pluses - we are more realistic about what we are getting into.

The class on assertive discipline and different techniques gave me a positive attitude on discipline. I had always

felt so negative about discipline. Also, it gave me an opportunity to observe other teachers.

I always found useful information in the meetings for teachers without any educational courses - the staff development courses were invaluable. There was the opportunity to share things and ask questions.

I would be paying. It has helped a lot - it presented realistic information. You have people in the real life situations giving input which makes all the difference. You are in class - with the people - doing the work.

It got me a job. I think the staff development classes. Particularly TESA class helped me evaluate what I was going to be doing in class. That was helpful, not having the educational background. Assertive Discipline class was very helpful. It was nice to know I could go and ask for help without feeling inferior it was real nice having the mentor teacher there.

Some of the peer observations were helpful. Doing that TPAI was helpful it forces you to look at every little detail.

12. **Do you want to continue in teaching?**

Yes, I certainly do. I'm excited about next year.

I love to teach.

Yes, I do. I had a hard time this year because it was a different type of school than I had taught before. I learned there are some kids that no matter how hard you try they are not going to try. I realize now though there are some kids that I have helped. I get so tired of hearing about how the system is terrible but I don't know how to change it. I do still want to stay in teaching.

For a while. I really am starting to think that I would like to go back and get a Ph.D.

13. **In what ways have the requirements of the Alternative Certification Plan been of least or of no help to you?**

Everything has helped. I've asked this question for a whole year. "How does teaching for a whole year equate to student teaching for three months?" Here I am teaching for a full year - full responsibilities - everything that all the other

teachers are doing - and in addition to this I have to go to this alternative program. It seems like so much. But it is well worth it, it's putting the pieces together for you. It helped me to stay under control - so to speak, as a first year teacher.

Trying to finish it in just one year, especially the course work.

Everything I was exposed to I could use. Meetings were exhausting - but the programs were helpful.

Observing other teachers was difficult for me - but very valuable.

The observations of other teachers - I don't think that sitting back and observing has helped.

All the peer evaluations were valid, but I don't see why it has to be tons and tons of them. The checklist was wonderful - I could not have done without it. I think you are dreaming if you think the intern teacher is going to be a teacher, manage a classroom, take the staff development classes, do peer observations, grade papers, keep up and try to learn all the policies in the first quarter. If you are going to require all that information - push it back to the second quarter.

14. **Have the Staff Development programs which you have taken been of help to you?**

Learning Styles, TESA, Cooperative Learning. Tips on Testing, they have been great. Whoever decided what courses we needed, really knew what they were doing. they meet our needs. If there was a way we could get together - all of the interns - and have a rap session to make sure everyone is clear on what they are to be doing. Peer observations on my planning period. Gave me a good cross section.

Yes - they have been wonderful. Cooperative learning was one of the best.

Classroom Management. Giving us techniques on being consistent. And different ways to handle discipline. When I was at UGA this summer - we had to do a mock TPAI - that was extremely helpful.

TESA - Motivation - Classroom Management. The TPAI preparation courses. They were very informative.

They were not the most exciting things to go to after along day at work, but they were very helpful. Assertive Discipline was good. TESA was interesting because I learned to pay attention to the things I should not do. The instructors were responsive, interesting, had wonderful presentations.

15. **Which of the programs have been the most useful and which have been the least useful?**

I did attend two inservices that was a waste of time. The instructor was an outside consultant and should have been better prepared.

Staff development programs most helpful - observations the least useful.

A couple Saturdays ago - at Rehoboth - all the math and science teachers were there. That was helpful. Least helpful - Saturday workshop. They had a lot of speakers - we broke up into groups. It became like a gripe session.

16. **What are your recommendations for making the Alternative Certification experience more valuable for future interns?**

There are a number of new teachers on our staff - many have said "If only there was a person assigned to me - to give me the support as a first year teacher - a mentor or whatever that they could turn to and get advice." I wish they could extend this as a program for first year teachers. I think

the program is excellent - it really helps - I cannot think of going through a full year without someone to depend on.

I think that I would divide the teachers - those who come with no education courses and those who come with all the education courses, with exception of the student teaching. Do more mentoring for those who do not have that. Something on Classroom Management and something special for grading. I remember when you said "Make sure you call the roll every day because those are legal documents" - no one had ever told me that. I would like to know in the beginning the procedures, routines, and policies, little things like what's the best way to mark the roll, that type of things. This would make the life of a new teacher easier.

The person you chose as your mentor that they really be experienced and very knowledgeable of every aspect of what's required of them to do with the mentor. My mentor could only observe for one period, my 5th period, and it seemed like at times that person should of been allowed to be released more or have a period for mentoring. We had a lot of discussions, but she never seemed to have the time to write anything up, so I never got anything written, to look back on. Every time she observed we talked and discussed everything, we always had meetings, as far as documenting it, there was not as much documentation that should have been done for me so I could look back on it.

I feel like I was hired to fill a need. I am a very patient person and I'm going to be in teaching for a long time. This is a good place to learn things, but a lot of other interns I've spoken with, usually younger ones, want to be where they want to be, and I think it's understandable. We are hired for a reason because there is a shortage in our field, not only for that, but because we have a special mission, science teachers lack the depth in their particular subject. Not only the shortage of science teacher, but also the quality of the students coming out in the field of science. Once again, I would like to express the great help my mentor has been.

Have a better understanding of the timeline. I feel like in addition to communicating thru the notices and so forth we need more personal communication. Restricting the number of preparations - I think that three preparations were too much for me. I think I could have done a better job if I had not had three preps. I appreciate the program - I think it is a fantastic program. I certainly look forward to helping others.

There needed to be a better relationship between the intern and the mentor. That was the biggest thing for me. Maybe dropping the number of observations but lengthening the length of time for each.

Decrease the time. Even though you feel like there is not time - you have to make time. If I said cut down the time we have to attend the classes - then I would contradict myself because the classes were so beneficial. I have no major complaints about the program. I think that the program is set up really well.

I did not find anything disagreeable about it - I would recommend you take the staff development courses the first thing. It really makes a difference.

I think it needs to be analyzed as far as time. Especially since we are brand new teachers.

If we could start the program two weeks before school starts. The first day I walked into the classroom I really did not know what to expect and my students picked up on that. Have a mentor there for help and support. Short seminar with basic things. Example: seating chart, how to set up grade book.

Prepare better for paperwork - the administration could make new teachers more aware of the various resources, expectations of that school. First year teachers should not have a class of 30.

I would not change anything except for the length of the program. I would make it a six month program. Don't cut down on the inservices you have to attend - but maybe cut down on the observations. I think the program is good.

Maybe if we could have more rapport with each other - the interns. We kind of know each other - and I know people hate more meetings - but if we could once a month have a meeting, just tell us how we are progressing, tell us what we need to be aware of at that point and time. I felt like I was not really involved in a group, I felt a little alone in this.

IV. CONCLUSIONS

A. Conclusive Findings:

One of the major objectives of the study was to determine whether mentor teachers with training would be more effective in influencing intern teachers to remain in teaching; therefore the data which show that the retention of interns with trained mentors is greater than for those with untrained mentors is a significant and conclusive finding. The intern teacher unanimously attribute their successful inductive experience to the support provided by their mentors and to the information and skills acquired in the 50 hours of staff development inservice.

Mentor teachers were in agreement that both the mentor training and experience had made them more conscious of their own teaching practices, and of the need to be able to model and to discuss effective practices and theory with their interns. All agreed that being a mentor had increased their sense of professional importance and that they had made a significant contribution to new teacher growth.

In terms of work related stress and teacher burnout, both mentors and interns scored lower on the Teacher Burnout Inventory than did teachers nationwide.

As for training, the mentors considered conferencing skills to have been an important aspect, and indicated a continuing need to further improve their ability to provide both positive and critical feedback to their intern. Non-judgmental reflective listening and positive paraphrasing were acquired skills which enabled the mentors to express needed encouragement and support to their interns. The only area in which both interns and mentors expressed a need for more structured training was for preparation of the TPAI Portfolio and the TPAI Classroom Assessment. The intern teachers

identified classroom management and student motivation as areas for continued improvement.

Conferencing time was significantly important to the interns and mentors, even when the intern was apparently doing a good job. Both preferred regularly scheduled weekly conferences rather than daily conferences. Pre-conferencing was more important to the mentor than to the intern.

Mentor teachers felt that they too needed on-going support throughout the year and believed that four to six regularly scheduled meetings and seminars for the mentors was important for discussing concerns and improving their expertise.

B. Recommendations

The research findings and conclusions of this study indicate that the following recommendations can enhance the mentor-intern teacher relationship.

1. The principal and other school leaders should have a clear definition and understanding of the mentor's role and responsibility as to evaluation, confidentiality, and support. The mentor and intern should know the appropriate steps to take should conflict or misunderstandings occur regarding these responsibilities.
2. The intern should be discouraged from accepting responsibility for extra-curricular activities such as coaching or sponsorship of student clubs/organizations during the first year of teaching. This limits or interferes with the time needed for conferences and inservice support, and increases the stress and pressure experienced by the intern teacher.
3. The mentor and intern should be teaching in the same content area and in the same school.
4. The mentor may have to intervene as an advocate on behalf of the intern to limit the number of preparations or difficult classes assigned to the intern, or to discourage a schedule which requires the intern to float from room to room.
5. Attendance at inservice programs should include both the mentor and intern teacher as often as possible in order that they may have a common understanding of information for follow-up discussion.
6. Mentor training programs should focus on communication skills which enable the mentor to offer support, encouragement, as well as remediation to the intern teacher. Periodic meetings should be held for mentors to discuss concerns and to reinforce conferencing skills through a support group of mentors.

APPENDIXES

APPENDIX A

A-1 Alternative Certification Program Guidelines

A-2 Description of Internship and Staff Development Programs

A-3 Intern Activity Plans for Fall, Winter, and Spring Quarters

A-4 Content-Related Instructional Requirements for Mathematics, Science, and Foreign Language

A-5 Internship-Certification of Completion

ALTERNATIVE CERTIFICATION PROGRAM GUIDELINES FOR CRITICAL TEACHING FIELDS

Introduction

The State of Georgia has a critical shortage of secondary teachers in the fields of science, mathematics, and foreign language. Teacher education programs in Georgia's colleges and universities as well as colleges and universities throughout the country are not producing enough teachers in these fields to meet needs of Georgia's school systems. It is predicted that this shortage of fully trained science, math and foreign language teachers will continue well into the foreseeable future. In order to attract additional individuals into these teaching fields, the State Board of Education, acting under the authority of the Quality Basic Education Act, has provided an alternative route to certification for critical teaching fields. Specifically, the State Board has approved criteria for how individuals may receive renewable teaching certificates to teach secondary school science, mathematics and foreign language without going through a state approved college or university teacher education program.

The criteria established for an applicant to qualify for a nonrenewable teaching certificate through this program are as below.

The applicant must:

1. hold a bachelor's degree from a regionally accredited college or university in the critical field;

2. have an overall grade point average equal to or greater than that required in state approved teacher education programs. (This at present is equivalent to a 2.5 on a four-point scale);

3. pass the appropriate Teacher Certification Test;

4. complete a one-year supervised classroom internship involving the appropriate teaching field (15 staff development units of credit);

5. satisfactorily complete courses (5 staff development units of credit

   a. Identification and Education of Children with Special Learning Needs,

b. Curriculum,

c. Teaching Methodology, and

d. Human Growth and Development

State Certification Options

Individuals wishing to teach in these secondary critical fields have three options to meet certification requirements. They may:

1. proceed through the standard college "approved program" path by affiliating with a college and completing the approved program,

2. establish minimum certification requirements through the Georgia Department of Eduction, Certification Division and complete the course work required, or

3. proceed through the "alternative certification route."

In each case the applicant will be issued a Provisional Certificate (BT) which will have to be renewed each year following normal provisional certification standards or until one of the three options selected is completed. Once an option is completed, the applicant will be issued a Nonrenewable Certificate (NT). The applicant will then be required to complete all normal requirements for the Performance Based Certificate (PBT). The instruction and requirements that follow only address the new alternative certification route (option 3).

Alternative Certification Route

The State Board of Education by passing this alternative certification route has provided school systems the option of providing professional education experiences through staff development that will lead to state certification for those teachers who are hired to tech secondary math, science, or foreign language but who are not fully certified. Under previous certification routes, school systems could only offer guidance as to college selection. This option allows a school system to sponsor and train an individual.

School systems that offer the internship and course work for the alternate route to certification through staff development must receive approval from the Georgia Department of Education, Unit of Teacher Education and Staff Development. To obtain approval, the school system must submit an application annually and meet program assurances.

Program Options

School systems may offer part or all of the requirements. For example a school system could offer:

1. the entire program -- internship plus all course work through its staff development program,

2. only the internship through staff development with the intern attending a college for the course work requirements, or

3. none of the program through local staff development but contract with a college or university to provide the applicant with program requirements.

Whichever option is selected by a school system, there are two conditions that must be taken into consideration. They are: a) that the internship portion of the program be provided to the intern during the first year of employment and b) all courses that are offered through staff development must meet staff development unit of credit requirements (e.g., contact hours, on-the-job assessment, etc.) and meet program criteria as outlined.

Suggested Program

If this program is to provide a viable alternative to the training of professional teachers, it is strongly recommended that the following program design be utilized.

The Methods and Curriculum course work should be provided in conjunction with the year long Internship. The course work provides the Methods and Curriculum assignments for the Internship and the Internship provides the practice and skill building opportunities. In this manner, each will build and enhance the other and will bring together practical application of methods and curriculum concepts. By combining these two elements of the critical fields program, a more powerful learning experience for the intern

The remaining two courses, the Identification of Exceptional Children and Youth and Human Growth and Development, would be taken during summer quarter.

If this suggested program is followed, an applicant would complete all requirements for an Nonrenewable Certificate (NT) within one year of employment.

	Internship	Curriculum and Methods	Identification of Exceptional Children and Youth	Human Growth and Development
Fall	x	x		
Winter	x	x		
Spring	x	x		
Summer			x	x

Contact Hours

The contact hours necessary to meet SDU requirements can be met in the following manner:

Internship

The Internship consists of 150 hours of learning experiences and qualifies for 15 SDU's: (a) 114 hours are to be spent in after school activities (approximately 3 hours per week for 38 weeks) -- these hours can be spent in preparing lesson plans, working with support team members, reading, etc.; (b) 36 hours can be acquired during school hours--this can be observations of other teachers, attendance at staff development meetings, being observed implementing intern requirements, etc.

The Internship is designed to be a one year internship. It is not feasible or permitted for a teacher to be hired at mid-year and complete the Internship, although, it is possible to acquire the total number of hours. Therefore, the following rule applies to the Internship concerning issuance of credit:

15 SDU's of credit during 160 to 190 days of employment

10 SDU's of credit during 120 to 159 days of employment

5 SDU's of credit during 60 to 119 days of employment

A teacher will not qualify for the Internship if employed less than 60 days.

Curriculum and Methods

The Curriculum and Methods courses consist of 50 hours of learning experiences each (100 hours total): (a) 76 hours are to be spent in after school activities (approximately 2 hours per week) -- this can be attendance at courses or seminars; (b) 24 hours can be acquired during school hours by implementing course work requirements.

Total of 190 hours after normal school hours is required for both the Internship and Curriculum and Methods courses.

Total of 60 hours during school hours is required for both the Internship and Curriculum and Methods courses.

Total of 250 hours altogether is required.

The outline above is a suggestion, not a requirement. As long as SDU requirements are followed, the exact method of acquiring contact hours is left to the local school system. The Human Growth and Development and Identification of Exceptional Children and Youth courses are normal staff development course offerings and can be handled in routine fashion.

Internship Description

The major purpose of the Internship is to provide the intern with a variety of experiences designed to assist the intern in developing into a competent professional teacher in as short a time as possible. The Internship provides constant and consistent, support to the intern in order to ensure a successful experience. Essentially, the Internship serves as a critical link between talking about how to teach and actual performance in the classroom.

Support Team

The Internship is centered upon a support team of professionals who can provide the type of support necessary to help an individual develop into a competent teacher. At a minimum, this team consists of a mentor teacher, the school principal, and the local staff development coordinator. It is strongly suggested that, where available, a curriculum specialist be added to the team. This team has the overall responsibility of providing the experiences necessary for the Internship. A description of each member's responsibilities is as follows:

Mentor Teacher. This teacher must have the skills necessary to provide direct services to the intern. He or she must be a skilled practitioner and recognized as such. He or she must know how to work well with others and be capable of modeling exemplary practices. It is highly desirable that the mentor teacher be in the same certificated field as the intern and in the same school. It is expected that only in rare exceptions would a mentor teacher not meet these conditions. The mentor teacher is to provide daily support to the intern and should be given the time, materials and support necessary to complete this task. The mentor teacher will complete necessary evaluative materials and monitor the intern's progress. At the conclusion of the experience, the mentor teacher will sign all credit forms indicating successful completion of the Internship.

The mentor teacher will be eligible for a State of Georgia student teacher honorarium at the completion of the Internship. It is recommended that this small honorarium be supplemented by the local school system through its State of Georgia staff development funds.

School Principal. The school principal must support the efforts of the mentor teacher and the activities of the intern. He or she must also recognize the important task that the Internship is attempting to accomplish. The principal will complete normal evaluations of the intern and help the mentor teacher in logistical matters concerning the Internship.

Staff Development Coordinator. This individual has the responsibility of identifying and providing information to teachers who are eligible for the alternative certification route. The coordinator also must provide information on required course work to the participating teachers. The staff development coordinator has the overall responsibility for the program.

Curriculum Specialist. A curriculum specialist on the support team strengthens the Internship by teaching the Curriculum and Methods courses required during the internship period. The curriculum specialist, in conjunction with the mentor teacher, verifies the successful implementation of the curriculum and methods component of the Internship and provides expertise and resources that the mentor teacher may lack.

Intern Activities and Objectives

The intern is expected to complete a number of activities and successfully demonstrate a number of objectives. The Internship is seen as developmental in nature and many of the objectives at the beginning of the school year are at a lower level than those expected at the completion of the year. The Internship is a curriculum and methods Internship. The objectives the intern is to demonstrate come from the Curriculum and Methods courses. If the intern is enrolled in the Curriculum and Methods courses

during the Internship, the objectives are sequenced and the relationship between the Internship and the course is clear. If the intern has already completed Curriculum and Methods courses or chooses to wait and not take the Curriculum and Methods courses during the Internship period, he or she must still demonstrate the objectives established for the Internship. The objectives for the Internship are listed by quarter in Appendix B.

Time Frame

Generally the Internship has four major blocks: pre-planning, fall quarter, winter quarter and spring quarter. A pre-planning orientation session is seen as critical to the success of the Internship; it is during this time that the intern is given an explanation of the Internship, meets the support team, and is given specific assignments concerning the internship especially the first two weeks of school Fall quarter provides the opportunity to acquaint the intern with school policies and rules, curriculum guides, classroom management practices, various teaching strategies, and student evaluation. Winter quarter provides the time frame for a continuation of lesson planning, and an expanding of the topics introduced in fall quarter. Spring quarter provides the opportunity for continued development with specific emphasis on a professional growth project.

Evaluation

The Internship has two major areas that are evaluated each quarter. They are Personal Summary and Objective Summary. The Personal Summary has to do with the intern's cooperation with support team members, and his or her maintenance of a good employee evaluation. The Objective Summary is a checking off of the specific objectives assigned during a particular time frame (i.e., pre-planning, fall, winter or spring quarter).

These two evaluation areas are on each quarter's evaluation form. The evaluation forms are completed by the mentor teacher and/or the curriculum specialist.

Georgia Department of Education

ALTERNATIVE CERTIFICATION PROGRAM FOR CRITICAL TEACHING FIELDS

DEKALB COUNTY SCHOOL SYSTEM

Anne Hightower, Program Coordinator
Department of Staff Development
297-7440

John Coley, Science
Instructional Coordinator
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297-1279

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Secondary Instruction
297-2315

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Instructional Coordinator
Secondary Instruction
297-1274

Bill Hattaway, Mathematics
Instructional Coordinator
Secondary Instruction
297-1281

DESCRIPTION OF THE INTERNSHIP PROGRAM

The major purpose of the Internship is to provide the beginning provisional teacher with a variety of experiences designed to assist him or her in becoming a competent, professional in as short a time as possible. The program is designed to ensure constant and consistent support from the school's administrative staff, the curriculum specialist, a mentor teacher, and staff development personnel.

Activity Requirements

The Internship consists of 150 hours of learning experiences and qualifies for 15 staff development credits. These hours must be earned as follows:

1. At least 114 hours are to be spent in after school activities (approximately 3 hrs per week for 38 weeks). Fifty of the 114 hours are to be earned through Staff Development programs related to beginning teacher skills and competencies. The remaining 64 can be spent in preparation for instruction and in consulting with support team members.

2. At least 36 hours can be acquired during school hours in observing and in being observed.

3. The activities which are listed in the Internship Manual may be accomplished as part of the 15 hours of learning experiences both during and after school. These must include:

   a. A minimum of two Extended (1 full class period) Observations each quarter by the Mentor teacher using the Georgia Teacher Observation Instrument.

   b. A minimum of 6 Standard 15-20 minute Observations each quarter by the Mentor teacher using the Georgia Teacher Observation Instrument.

   c. A minimum of 6 observations of peer teachers by the intern each quarter.

d. A minimum of one observation and conference with the subject area instructional coordinator, perferably at the beginning of the first quarter of the teaching assignment. It will be the responsibility of the teacher to contact the coordinator to schedule this observation. Additional observations may be made at the request of the intern, the coordinator or an administrator.

e. Conferences with support services staff such as counselors, media specialists, and special education teachers for information related to the services provided to students.

f. Attendance at departmental and faculty meetings and inservices.

g. Attendance at school/community meetings and activities such as PTA and parent conferences.

h. Preparation of a model TPAI portfolio and demonstration of the competencies.

i. Acquisition of the skills and knowledge as listed on the Activity Plan of the Internship Model.

j. Completion of a minimum of fifty contact hours of staff development activities related to beginning teacher competencies.

DEKALB COUNTY SCHOOL SYSTEM

INTERNSHIP PROGRAM FOR TEACHERS IN THE CRITICAL FIELDS

PERSONAL INFORMATION

Name _____ School _____

Address _____ State _____ Zip _____

Home Phone _____ Date of Birth _____

SSN _____-_____-_____ Field _____

Date Employed _____

Date Beginning Internship _____

Name of Supervising Teacher _____

SSN _____-_____-_____

Approved By:

Principal _____

Complete and return this form to:

Anne Hightower, Coordinator
Staff Development
Bldg B, Rm 243
Ext. 440

STAFF DEVELOPMENT PROGRAMS ATTENDED

1989-90

Name	Teaching Field	School
Mentor Teacher	Dept. Chairperson	Supervising Principal

REQUIRED STAFF DEVELOPMENT PROGRAMS
(To be scheduled)

Program Title	No. Hours	Verification
Planning for Instruction	5	_____
GTOI Teaching Task I: Providing Instruction	10	_____
GTOI Teaching Task II:	10	_____
GTOI Teaching Task III: Managing the Learning Environment	10	_____
or		
Managing Behavior in the Secondary Classroom	10	_____
or		
Inservice activities related to Teaching Area	10	_____
or		
Assertive Discipline	10	_____

OPTIONAL INSERVICE PROGRAMS

Program Title	No. Hours	Dates	Verification
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____
_____	____	_____	_____

Total Hrs Staff Development (minimum of 50 hrs required) _____

ACTIVITY PLAN FOR

DEKALB COUNTY INTERNSHIP PROGRAM

FALL QUARTER

Verfication of satisfactory completion may be initialed by an administrator, department chairperson, mentor teacher, or subject area coordinator.

REQUIREMENTS

The intern has:

_____ 1. Attended a beginning or new teacher orientation

_____ 2. Read the teacher's handbook of school rules and system policies

_____ 3. Examined the TPAI model

_____ 4. Examined all resources for teaching in the subject area including curriculum guides, texts, supplementary materials, media materials and equipment

_____ 5. Conferred with support services staff

____ Counselor

____ Media Specialist

____ Special Education Department Chairperson

____ Other

_____ 6. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures

_____ 7. Developed a set of rules for student behavior in the classroom.

_____ 8. Demonstrated techniques to reinforce acceptable student behavior.

_____ 9. Demonstrated techniques to redirect off-task learners

_____ 10. Identified disruptive behavior and taken appropriate and prompt corrective action

_____ 11. Demonstrated a positive learning climate by expressing enthusiam for subject, learning, and learner

_____ 12. Stimulated student interest in topic

_____ 13. Initiated and maintained classroom communication free from sarcasm and ridicule

_____ 14. Used standard English in class

_____ 15. Provided appropriate directions for instruction and classroom management

_____ 16. Written objectives that state student behavior in measurable terms

_____ 17. Written objectives appropriate for students' ages and abilities

_____ 18. Developed activities which relate to lesson objectives

_____ 19. Specified resources to achieve selected objectives

_____ 20. Written assessment items that measure lesson objectives

_____ 21. Provided constructive feedback to students to encourage further progress

_____ 22. Has had 2 extended observations by the mentor teacher on the following dates:

1. _____
2. _____

_____ 23. Has had 6 standard observations by the mentor teacher on the following dates:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

_____ 24. Observed the following peer teachers. (include peer teacher observation document. See last page of manual)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Principal or designee

PEER OBSERVATION REPORT

Teacher observed _____

Date _____ Period _____ Subject _____

Beginning time _____ Ending time _____

Focus or objective of lesson: _____

_____

Teaching task observed _____

Dimensions _____

_____

_____

_____

_____

_____

_____

Effective practices observed:

_____

_____

_____

_____

_____

_____

ACTIVITY PLAN FOR

DEKALB COUNTY INTERNSHIP PROGRAM

WINTER QUARTER

(Satisfactory completion of requirements may be initialed by an administrator, department chairperson, mentor teacher, or subject area coordinator)

REQUIREMENTS

The intern has:

_____ 1. Prepared an acceptable TPAI lesson plan.

_____ 2. Analyzed and is aware of information provided by the 8th grade CRT, the ITBS, and the 10th grade BST.

_____ 3. Prepared appropriate instructional plans using local curriculum guides.

_____ 4. Demonstrated an ability to organize the classroom based upon appropriate decisions about time management and space.

_____ 5. Demonstrated a knowledge base on teaching strategies.

_____ 6. Demonstrated the ability to manage a classroom.

_____ 7. Demonstrated a high level of skill in initiating and maintaining classroom communication.

_____ 8. gathered and made use of student information in instruction. These should include learning styles or interest inventories.

_____ 9. Demonstrated appropriate content knowledge.

_____ 10. Used standard English in class.

_____ 11. Identified essential materials for facilitating instruction and determined how and when they should be used.

_____ 12. Clearly organized the routines for the use of materials and made these routines public.

_____ 13. Organized instructional time in ways that facilitate student learning.

_____ 14. Used learning activities which are compatible with the physical environment.

_____ 15. Organized objectives in sequential manner.

_____ 16. Generated pre-test, post-test, and attitudinal assessments for a given unit of study in the assigned subject area.

_____ 17. Keeps students informed of progress in meeting objectives.

_____ 18. Has had 2 extended observations by the mentor teacher on the following dates:

1. _____
2. _____

_____ 19. Has had 6 standard observations by the mentor teacher on the following dates:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Principal or desginee

_____ _____

Date Date

PEER OBSERVATION REPORT

Teacher observed _____

Date _____ Period _____ Subject _____

Beginning time _____ Ending time _____

Focus or objective of lesson: _____

_____

Teaching task observed _____

Dimensions _____

_____

_____

_____

_____

_____

_____

Effective practices observed:

_____

_____

_____

_____

_____

_____

ACTIVITY PLAN FOR

DEKALB COUNTY INTERNSHIP PROGRAM

SPRING QUARTER

(Satisfactory completion of requirement may be initialed by an administrator, department chairperson, mentor teacher, or subject area coordinator)

REQUIREMENTS

The intern has:

_____ 1. Demonstrated skills in the development of teacher made tests.

_____ 2. Prepared appropriate instructional plans using the curriculum guide.

_____ 3. Demonstrated an ability to organize the classroom based upon appropriate decisions about time management.

_____ 4. Demonstrated a variety of appropriate teaching strategies.

_____ 5. Demonstrated a high level of skills in initiating and maintaining classroom communication.

_____ 6. Gathered and made use of student information in instruction (documentation).

_____ 7. Student information such as standardized test scores available (document).

_____ 8. Demonstrated appropriate content knowledge.

_____ 9. Use standard written English with class.

_____ 10. Continued to use appropriate classroom time and space.

_____ 11. Continued to practice and reinforce all previous objectives.

_____ 12. Written objectives that incorporate higher level thinking skills.

_____ 13. Used various types of assessment items to measure lesson objectives.

_____ 14. Written assessment items in lesson plan which incorporate higher thinking.

_____ 15. Used a logical sequence of evaluation of students, such as pre-tests, progress checks, and post-tests, and included student evaluation of the instruction delivered.

_____ 16. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended discussion, and oral response/ recitation/observation of performance.

_____ 17. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures.

_____ 18. Has had 2 extended observations by thementor teacher o the following dates:

1. _____
2. _____

_____ 19. Has had 6 standard observations by the mentor teacher o the following dates:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The intern has successfully completed or demonstrated each item listed above.

_____ Mentor Teacher

_____ Principal or designee

_____ Date

_____ Date

PEER OBSERVATION REPORT

Teacher observed _____

Date _____ Period _____ Subject _____

Beginning time _____ Ending time _____

Focus or objective of lesson: _____

_____

Teaching task observed _____

Dimensions _____

_____

_____

_____

_____

_____

_____

Effective practices observed:

_____

_____

_____

_____

_____

_____

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Mathematics

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticisms and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures

( ) ( ) 2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability

( ) ( ) 3. Demonstrated techniques to reinforce acceptable student behavior

( ) ( ) 4. Demonstrated techniques to redirect off-task learners

( ) ( ) 5. Identified disruptive behavior and taken appropriate and prompt corrective action

( ) ( ) 6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner

( ) ( ) 7. Stimulated student interest in topic

( ) ( ) 8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English in class

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Mathematics

( ) ( ) 1. Used mathematics manipulatives, visual aids and models useful for developing math concepts, skills, procedures, algorithms and for solving problems

( ) ( ) 2. Designed and implemented a plan for using calculators and computers in mathematics instruction

( ) ( ) 3. Evaluated computer software and available printed materials in terms of their appropriateness and effectiveness in helping students learn mathematics

( ) ( ) 4. Used instructional aids such as overhead projectors, chalkboards, bulletin boards and media for developing mathematical concepts, skills or procedures, algorithms, generalizations and problem solving

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Science

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes	No	PERSONAL SUMMARY
( )	( )	1. Established and maintained appropriate working relationships
( )	( )	2. Appropriately responded to criticism and instructions
( )	( )	3. Cooperated with the coordinator and supervisor
( )	( )	4. Demonstrated a positive attitude toward teaching
( )	( )	5. Maintained a good employee evaluation
( )	( )	6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures
( )	( )	2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability
( )	( )	3. Demonstrated techniques to reinforce acceptable student behavior
( )	( )	4. Demonstrated techniques to redirect off-task learners
( )	( )	5. Identified disruptive behavior and taken appropriate and prompt corrective action
( )	( )	6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner
( )	( )	7. Stimulated student interest in topic

( ) ( ) 8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English in class

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Science

( ) ( ) 1. Prepared a written rationale to justify study of science

( ) ( ) 2. Arrived at operant philosophy for use of hands-on science learning experience

( ) ( ) 3. Used instructional aids such as overhead projectors, chalkboards, bulletin boards and media for developing science concepts, skills or procedures

( ) ( ) 4. Demonstrated alternative listening/speaking delivery schemes

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

FIRST QUARTER - Foreign Language

NAME_____ SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes	No	PERSONAL SUMMARY
( )	( )	1. Established and maintained appropriate working relationships
( )	( )	2. Appropriately responded to criticism and instructions
( )	( )	3. Cooperated with the coordinator and supervisor
( )	( )	4. Demonstrated a positive attitude toward teaching
( )	( )	5. Maintained a good employee evaluation
( )	( )	6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1. Established beginning year (quarter/semester) routines by identifying school policies and procedures, and establishing classroom and record-keeping procedures.
( )	( )	2. Developed a set of rules for student behavior in the classroom, and a set of procedures for student responsibility and accountability
( )	( )	3. Demonstrated techniques to reinforce acceptable student behavior
( )	( )	4. Demonstrated techniques to redirect off-task learners
( )	( )	5. Identified disruptive behavior and taken appropriate and prompt corrective action
( )	( )	6. Demonstrated a positive learning climate by expressing enthusiasm for subject, learning, and learner
( )	( )	7. Stimulated student interest in topic
( )	( )	8. Initiated and maintained classroom communication free from sarcasm and ridicule

( ) ( ) 9. Used standard English

( ) ( ) 10. Provided appropriate directions for instruction and classroom management

Organizing the Curriculum

( ) ( ) 1. Written objectives that state student behavior in measurable terms

( ) ( ) 2. Written objectives appropriate for students' ages and abilities

( ) ( ) 3. Developed activities which relate to lesson objectives

( ) ( ) 4. Specified resources to achieve selected objectives

( ) ( ) 5. Written assessment items that measure lesson objectives

Delivering Instruction: Foreign Language

( ) ( ) 1. Prepared a written rationale to justify study of foreign language for all students

( ) ( ) 2. Arrived at operant philosophy for use of foreign language versus native language in classroom

( ) ( ) 3. Arrived at an operant philosophy on error correction

( ) ( ) 4. Identified theory and demonstrated methods for teaching the skill of listening

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Demonstrated within lesson plans where students are briefed on expectations for evaluation

( ) ( ) 2. Provided constructive feedback to students to encourage further progress

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Mathematics

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes	No	PERSONAL SUMMARY
( )	( )	1. Established and maintained appropriate working relationships
( )	( )	2. Appropriately responded to criticism and instructions
( )	( )	3. Cooperated with the coordinator and supervisor
( )	( )	4. Demonstrated a positive attitude toward teaching
( )	( )	5. Maintained a good employee evaluation
( )	( )	6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1. Used standard English in class
( )	( )	2. Identified essential materials for facilitating instruction and determined how and when they should be used
( )	( )	3. Clearly organized the routines for the use of materials and made these routines public
( )	( )	4. Organized instructional time in ways that facilitate student learning
( )	( )	5. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Mathematics

( ) ( ) 1. Explored and used different instructional strategies

( ) ( ) 2. Identified and used strategies which are relevant to the instructional objectives and appropriate for particular learners

( ) ( ) 3. Explored and used instructional stragegies for teaching different math subjects and strands

( ) ( ) 4. Explored and used strategies that emphasize the importance of language (listening, speaking, reading and writing) in learning mathematics

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

Mentor Teacher	Curriculum Specialist
Date	Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Science

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and made these routines public

( ) ( ) 4. Organized instructional time in ways that facilitate student learning

( ) ( ) 5. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Science

( ) ( ) 1. Used strategies and materials for developing new content, reviewing and diagnosing errors, and reteaching and enriching science

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

SECOND QUARTER - Foreign Language

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard English in class

( ) ( ) 2. Identified essential materials for facilitating instruction and determined how and when they should be used

( ) ( ) 3. Clearly organized the routines for the use of materials and making these routines public

( ) ( ) 4. Organized instructional time in ways that facilitate student learning

( ) ( ) 5. Used learning activities which are compatible with the physical environment

Organizing the Curriculum

( ) ( ) 1. Examined the school and system philosophies and compared them with the philosophy of the subject area

( ) ( ) 2. Analyzed historical development of subject area curriculum

( ) ( ) 3. Examined goals and objectives of K-12 subject area(s)

( ) ( ) 4. Organized objectives in sequential manner

Delivering Instruction: Foreign Language

( ) ( ) 1. Explored theory and demonstrated methods of teaching speaking skills

( ) ( ) 2. Explored theory and demonstrated methods of teaching reading skills

( ) ( ) 3. Explored theory and demonstrated methods of teaching writing skills

( ) ( ) 4. Explored rationale and demonstrated methods of teaching foreign cultural content

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Generated pre-test, progress checking procedures, post-test and attitudinal assessments for a given unit of study in the assigned subject area

( ) ( ) 2. Expedited turnaround time between assessment and feedback for students

The intern has successfully completed or demonstrated each item listed above.

_____	_____
Mentor Teacher	Curriculum Specialist
_____	_____
Date	Date

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Mathematics

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes	No	PERSONAL SUMMARY
( )	( )	1. Established and maintained appropriate working relationships
( )	( )	2. Appropriately responded to criticism and instructions
( )	( )	3. Cooperated with the coordinator and supervisor
( )	( )	4. Demonstrated a positive attitude toward teaching
( )	( )	5. Maintained a good employee evaluation
( )	( )	6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing the Time, Space and Materials and Communicating with Students

( )	( )	1. Used standard written English with class
( )	( )	2. Continued to use appropriate classroom time and space
( )	( )	3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( )	( )	1. Written objectives that incorporate higher level thinking skills
( )	( )	2. Used various types of assessment items to measure lesson objectives
( )	( )	3. Written assessment items in lesson plan which incorporate higher level thinking skills

Delivering Instruction: Mathematics

( ) ( ) 1. Applied research and knowledge on what makes mathematics teaching most effective to teaching mathematics

( ) ( ) 2. Completed an acceptable TPAI portfolio

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Science

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT___DAYS ABSENT___

The intern has:

Yes	No	PERSONAL SUMMARY
( )	( )	1. Established and maintained appropriate working relationships
( )	( )	2. Appropriately responded to criticism and instructions
( )	( )	3. Cooperated with the coordinator and supervisor
( )	( )	4. Demonstrated a positive attitude toward teaching
( )	( )	5. Maintained a good employee evaluation
( )	( )	6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( )	( )	1. Used standard written English with class
( )	( )	2. Continued to use appropriate classroom time and space
( )	( )	3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( )	( )	1. Written objectives that incorporate higher level thinking skills
( )	( )	2. Used various types of assessment items to measure lesson objectives
( )	( )	3. Written assessment items in lesson plan which incorporate higher thinking

Delivering Instruction: Science

( ) ( ) 1. Completed an acceptable TPAI portfolio

( ) ( ) 2. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

INTERNSHIP: CRITICAL FIELDS

THIRD QUARTER - Foreign Language

NAME_____SCHOOL_____

TEACHING ASSIGNMENT_____

BEGINNING/ENDING DATES_____DAYS PRESENT____DAYS ABSENT____

The intern has:

Yes No PERSONAL SUMMARY

( ) ( ) 1. Established and maintained appropriate working relationships

( ) ( ) 2. Appropriately responded to criticism and instructions

( ) ( ) 3. Cooperated with the coordinator and supervisor

( ) ( ) 4. Demonstrated a positive attitude toward teaching

( ) ( ) 5. Maintained a good employee evaluation

( ) ( ) 6. Completed the number of contact hours required beyond the normal work day

OBJECTIVE SUMMARY

Managing the Classroom; Organizing Time, Space and Materials and Communicating with Students

( ) ( ) 1. Used standard written English with class

( ) ( ) 2. Continued to use appropriate classroom time and space

( ) ( ) 3. Continued to practice and reinforce all previous objectives

Organizing the Curriculum

( ) ( ) 1. Written objectives that incorporate higher level thinking skills

( ) ( ) 2. Used various types of assessment items to measure lesson objectives

( ) ( ) 3. Written assessments items in lesson plan which incorporate higher level thinking skills

Delivering Instruction: Foreign Language

( ) ( ) 1. Demonstrated methods of teaching literature

( ) ( ) 2. Completed acceptable TPAI portfolio

( ) ( ) 3. Completed all required formal classroom observations

Evaluating Students' Knowledge and Skills

( ) ( ) 1. Used a logical sequence of evaluation of students, pre-tests through progress checks and post-tests, and included student evaluation of the instruction delivered

( ) ( ) 2. Generated acceptable test items or procedures for each form: multiple choice/matching, short answer/fill-in-the-blank, open-ended/discussion, and oral response/recitation/observation of performance

( ) ( ) 3. Demonstrated how results of student evaluation can be used to evaluate the instruction and plan for remediation, enrichment, and revision of instructional procedures

The intern has successfully completed or demonstrated each item listed above.

_____ _____

Mentor Teacher Curriculum Specialist

_____ _____

Date Date

CERTIFICATION OF COMPLETION

DeKalb County School System
Internship Program for
Provisional Teachers in the
Critical Areas

I hereby certify that _____ has satisfactorily completed all requirements of the Internship Program for Provisional Teachers in the Critical Areas.

_____
Date of Completion

_____ _____
Signature of Teacher Field

_____ _____
Social Security Number Date of Birth

_____ _____
Signature of Principal School

_____
Signature of Mentor Teacher

This form, along with the completed Activity Plan and required documents, must be returned to:

Anne Hightower, Coordinator
Staff Development

APPENDIX B

B-1 Proposal Submitted for T.E.A.M. Program

B-2 Advisory Committee Survey Form

B-3 Qualifications for the Mentorship

B-4 Application Procedures - Letter, Brochure and Application Form

PROPOSAL FOR A STAFF DEVELOPMENT PROGRAM TO TRAIN MENTORS FOR TEACHERS INTERNING IN THE CRITICAL FIELDS

submitted to

The Georgia Department of Education,
Title II, Education for
Economic Security Act
Demonstration and Exemplary
Programs
by

Department of Staff Development
DeKalb County School System

December, 1987

TRAINING MENTORS FOR TEACHERS INTERNING IN THE CRITICAL FIELDS

I. NEEDS:

Since the problem of teacher turnover is disturbingly high among beginning teachers, a program is needed to enhance the DeKalb School System's ability to retain new teachers, especially in the critical areas of mathematics, science, and foreign language. Additionally, teachers who are recruited in these critical fields may not have had teacher preparation courses or practice teaching experience. Well trained mentors could be an important resource in providing these teachers essential support, guidance, and instruction as they acquire basic teaching skills and adjust to the school environment.

The focus of this program is twofold. First, to encourage teachers interning in the critical fields to remain in public education by providing them with essential collegial support; and secondly, to recognize exemplary classroom teachers and enable them to share their expertise with the interns by applying skills learned in mentor training.

II. OBJECTIVES:

The activities specified in the following objectives shall be performed to develop a mentoring program for new teachers. The DeKalb School System will collaborate with the University of Georgia and the Georgia Department of Education in order to meet objectives in the areas of Training, Research, and Dissemination as follows:

A. TRAINING

1. To improve retention of beginning teachers in the critical fields of math, science, and foreign language.

2. To improve the effectiveness of the alternative certification process through which provisional teachers may obtain certification.

3. To train teachers of demonstrated ability as mentors in the areas of instructional methodology, clinical supervision practices, including supportive communication skills.

B. RESEARCH

1. To determine the professional growth of new teachers through pre and post assessment data collected from either the state or a local teacher evaluation instrument.

2. To assess the effectiveness of the mentoring program through participant evaluation of training activities.

3. To collect observational data on the professional relationships between the mentors and the intern teachers, such as observational - conferencing and skills.

4. To monitor the mentor's ability to provide instructional assistance and resource information.

5. To collect data on the attitudes of new teachers prior to and at the end of their first year.

6. As a long range goal, to collect and to compare data to determine if first year teachers with mentors remain in teaching as long as first year teachers who are not involved in a mentoring program.

C. DISSEMINATION

1. To publicize the mentoring program through the DeKalb School System's Communications Department.

2. To present information related to the mentoring program to interested school systems, institutions, and professional organizations through speaking engagements, conferences and workshops.

3. To produce by the end of the 1988-89 school year, a summative report outlining the mentoring program. The report will be mailed to agencies and institutions to inform them of the process and procedures undertaken to initiate and implement the mentoring program in the DeKalb system. This report will contain evaluative data if available at this time.

PROJECT IMPLEMENTATION AND DELIVERY STRATEGY:

A. TIMELINE

This proposed program will have a timeline from July 1, 1988 to June 30, 1989.

B. TRAINING AND STAFF DEVELOPMENT

In August 1988, a total of approximately sixty-six high school mathematics, science, and foreign languages teachers, 3 from each of the 22 high schools, shall be identified by adminstrators and instructional personnel for one hundred hours of training. Upon completion of these hours, mentor teachers may receive the Student Teacher Services Certificate Endorsement. At least fifty hours of the training will be completed in a summer workshop in August, with remaining hours scheduled throughout the 1988-89 school year.

A component of the training will update mentors in the mathematics, science, and foreign languages teaching strategies. The mentors will be released for a period of one day per quarter in order to provide time for observing and conferencing with the beginning teacher. Other release time may be scheduled as needed by the school principal.

The DeKalb instructional and Staff Development coordinators will continuously monitor the program, and be involved in evaluating the process and results. As part of the training for the mentor, content shall include, but is not limited to, communication skills, observation and conferencing skills, and content instructional methods.

In addition to the training for mentor teachers, first-year teachers will also receive ten hours of training which will focus on establishing a positive working relationship with the mentoring teacher.

C. PERSONNEL

1. Project Director: Anne Hightower, DeKalb School Systems Department of Staff Development, will coordinate planning and program implementation.

2. Program Data Coordinator: an individual employed part-time to manage the dissemination of information and organize the collection of data.

3. University Consultants: Instructional staff invited to conduct and facilitate training and to compile research data.

4. Instructional and Staff Development Coordinators: individuals in theDeKalb School System will monitor the progress of mentors and interns through observations, conferences, and program evaluation.

5. Advisory Council: individuals who represent various aspects of education will confer with the project director on activities and procedures related to the project. The council shall include fourteen individuals; they are: the project director, an intern, a representative from the Personnel Department, mentor teachers, principals, staff developers, instructional and staff development coordinators, and a university faculty member.

EVALUATION PROCESS:

The evaluation of the program will be conducted as an on-going process of data collection by the school system's staff. These personnel will observe and confer with both interns and mentors to determine how effectively they are applying and practicing the clinical supervision skills taught in the training program.

As an additional component of the evaluation, a pre and post assessment instrument will be administered to each mentor to provide data as to the mentor's growth in the identified skill areas. Research objectives identified for this project will provide the essential focus for evaluating the program's effectiveness.

SURVEY OF THE MENTORING ADVISORY COMMITTEE
FEBRUARY 5, 1988

PROCESS FOR SELECTING
MENTOR TEACHERS FROM EACH OF THE HIGH SCHOOLS

1. Please check which of the following persons you think should be involved in selecting the three mentor teachers in each school.

___ Principal

___ Principal and Assistant Principal

___ All department chairpersons in the applicants field

___ The subject area coordinator

___ Other: _____

2. Check which of these processes you think should be used in selecting the mentors: (In doing so, please consider the amount of time or other problems associated with each possible option)

___ All qualified applicants should be interviewed by the selection committee

___ Only the top (1), (2), or (3) finalists from each subject area should be interviewed by the selection committee (circle one of the above numbers)

___ The selection committee will meet to select the mentor teachers with the interview not being included in the selection process

___ The applicants should be chosen by vote of the faculty

___ The mentor teacher should be chosen by members of his/her department

___ Other recommended processes: _____
_____

Comments for or against any of the above:

_____

_____

_____

_____

RECOMMENDATIONS OF THE MENTOR TRAINING ADVISORY COMMITTEE FEBRUARY 3, 1988

QUALIFICATIONS FOR THE MENTORSHIP

To be considered as an applicant for the Mentor Training Program, the teacher applicant must:

1. Not be serving as Department Chairperson during the period of the project or while mentoring an interning teacher.

2. Have a Master's degree and three years of successful teaching experience. These skills shall especially include:

   (a) a knowledge and use of a variety of effective teaching methods,
   (b) organization and management of time, materials, reports, and general school routines,
   (c) successful classroom management and discipline, and
   (d) technical knowledge and use of visual aid materials.

3. Be committed to the concept and goals of mentoring as a supportive resource to the interning teacher.

4. Be able to attend both the summer workshop and the training sessions throughout the school year.

5. Be able to devote time during the school day to meet and work with the intern and to become involved in providing and collecting research information as required by the program.

6. Be in the same school setting for one year.

7. Be a data collector or be able to become trained as a data collector during the beginning phase of the mentorship.

8. Possess excellent interpersonal skills such as friendliness, patience, maturity, and confidentiality.

9. Be familiar with the subject area curriculum in the interns field and whenever possible, with the courses the intern will be teaching.

ALAN ZUBAY
DIRECTOR

JERROLD SCHWARTZ
ASSISTANT DIRECTOR

ROBERT R. FREEMAN
SUPERINTENDENT

DeKalb County School System
STAFF DEVELOPMENT
3770 North Decatur Road
Decatur, Georgia 30032

March 28, 1988

TO: All High School Principals and
Assistant Principals for Instruction

FROM: Anne Hightower, Staff Development

Enclosed are the brochures and application forms for the mentor training (T.E.A.M.) program for you to distribute to each of your math, science, and foreign language teachers. The brochure describes the T.E.A.M. program and provides information about the summer workshop. We see many benefits to teachers and the school in having these trained mentors, or Intern Advisors, available to assist beginning teachers and hope that all of your teachers in these three departments will be interested and encouraged to apply.

The process and schedule for selecting the Intern Advisors are as follows:

1. Teachers must turn in application forms to the principal by April 29. The principal will give a copy of the application to each member of the Selection Committee which is composed of the applicant's department chairperson, the assistant principal for instruction, the subject area instructional coordinator, and the principal.

2. Using the given qualifications, each member of the Selection Committee will use these criteria to rate the applicant on a scale of 1 to 5, with 5 being the highest possible rating. The principal will total the ratings given by the Selection Committee for each applicant and choose the highest ranked teacher from each of the three departments as the Intern Advisor. The teacher with the second highest rating should be designated as an alternate.

   Should there be a .5 or less difference in the highest ratings, the principal should call a meeting of the Selection Committee for the purpose of choosing the best qualified applicant. In this event, the instructional coordinator should be informed of this meeting and given an opportunity to participate.

3. Use the attached form to forward the names and scores of the selected Intern Advisors to me by May 31, 1988.

   You may certainly inform the teachers who have been selected. We will also send a letter of congratulations and invite the new T.E.A.M. members to a Recognition Breakfast to be held at Redan High School on June 16, from 8:00 - 10:00.

Thank you once again for your interest and support. Although you may not have a critical fields teacher with provisional certification on your staff next year, your Intern Advisor will be prepared to assist and support any of your beginning teachers.

Please call me at 297-7440 if I can give you any further information.

T.E.A.M.

INTERN ADVISOR SELECTION REPORT

SCHOOL _____

SELECTION COMMITTEE MEMBERS:

PRINCIPAL _____

ASSISTANT PRINCIPAL FOR INSTRUCTION _____

	NAME	FIELDS
SUBJECT AREA COORDINATORS		
DEPARTMENT CHAIRPERSONS		

NAMES AND SCORES OF TEACHERS APPLYING FOR POSITION OF INTERN ADVISOR

NAME	FIELD	SCORE

TEACHERS SELECTED BY THE COMMITTEE

	NAME	SSN
MATH		
SCIENCE		
FOREIGN LANGUAGE		

T.E.A.M.

DEKALB TEACHER EDUCATION AND MENTORING PROGRAM

Application for Position of Intern Advisor

Please complete the following application form if you are interested in applying for the position of Intern Advisor.

I. PERSONAL DATA

Name _____ School _____

Social Security Number _____ - _____ - _____

Subject Area Taught _____

Type of Teaching Certificate _____ Field(s) _____

Highest Degree Earned _____

Years of teaching experience in current school _____ DeKalb _____ other systems _____

Are you a trained data collector? _____ If not, are you willing to receive this training? _____

II. REASON FOR APPLYING

III. COMMITMENT TO T.E.A.M.

If I am accepted as an Intern Advisor in the T.E.A.M. program, I agree to:

1. participate in the 50 hours of training workshop to be held from August 11 through August 18, 1988.
2. participate in additional 50 hours of training during the school year 1988-89.
3. enroll in Data Collectors training (if not already trained).
4. serve as advisor to an interning teacher in the critical fields (or a beginning teacher as otherwise assigned to me) for at least 2 years (pending unforseen circumstances)

_____

SIGNATURE OF APPLICANT

Give part 1-3 of the application to your principal. Send part 4 to your subject area coordinator.

IV. TO BE COMPLETED BY EVALUATIVE TEAM

Evaluative Team — (Check One)

Principal ☐ Inst. Asst. Principal ☐ Dept. Chairman ☐ Inst. Coordinator ☐

Application Rank (1=highest, 10=lowest) _____

_____

SIGNATURE OF TEAM MEMBER

COMMENTS:

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities or employment practices.

7310410/388

WHAT ARE THE DEADLINES FOR APPLYING AND WHEN WILL THE INTERN ADVISORS BE SELECTED?

Applications should be submitted to the principal and subject area coordinator by April 29. The deadline for selection will be May 27, 1988.

If additional information is needed, call Anne Hightower, Department of Staff Development, 297-7440.

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ATTENTION

MATHEMATICS, SCIENCE, AND FOREIGN LANGUAGE TEACHERS

Here is Important Information for You About the DeKalb Teacher Education and Mentoring Program

T.E.A.M.

WHAT IS T.E.A.M.?
(Teacher Education and Mentoring Program)

T.E.A.M. is a federally funded program which will enable a selected number of math, science, and foreign language teachers to share their expertise with provisionally certified teachers just entering the profession. These are areas of critical teacher shortage and persons well qualified in these fields are being encouraged to enter teaching without having had the benefit of a student teaching experience.

An **Intern Advisor** will be assigned to each of these teachers (interns) to provide support and assistance during this important first year. The teachers who are selected as Advisors will be compensated by provision of the Title II Grant to engage in 100 hours of Mentor skill training.

HOW WILL THE SCHOOL AND THE TEACHER BENEFIT FROM THE T.E.A.M. TRAINING PROGRAM?

The school will benefit by having teachers trained to assist and support beginning teachers, primarily in the critical fields, in acquiring confidence and competence during their first year. The teacher will benefit by acquiring advanced professional skills through the T.E.A.M. training program and will, in addition, be able to add the Student Teacher Support endorsement to his or her certificate. It is expected that the school system will offer a stipend of no less than $1,500 for participating in the 100 hours of training.

WHAT ARE THE QUALIFICATIONS FOR THE POSITION OF INTERN ADVISOR?

To be considered as an applicant, the teacher must:

1. not be serving as Department Chairperson during the period of the project or while mentoring a provisional teacher.
2. have at least three years of successful teaching experience and preferably a Master's Degree. In addition, the teacher should be able to demonstrate knowledge and skill in:
   (a) the use of a variety of effective teaching methods,
   (b) an ability to organize and manage time, materials, reports, and general school routines,
   (c) successful classroom management and discipline, and
   (d) the use of visual aid materials and equipment.
3. be committed to the concept and goals of mentoring as a supportive resource to the interning teacher.
4. be able to attend both the summer workshop and the training sessions throughout the school year.
5. be able to devote time during the school day to meet and work with the intern and to become involved in providing and collecting research information as required by the program.
6. be in the same school setting for one year.
7. be a data collector or be willing to become trained as a data collector during the beginning phase of the mentorship.
8. possess excellent interpersonal skills such as friendliness, patience, maturity, and confidentiality.

WHEN AND WHERE WILL THE TRAINING BE GIVEN?

A 50 hour workshop will be held from August 11 through August 18, 1988, and the remaining in-service hours will be scheduled throughout the 1988-1989 school year.

HOW DO I APPLY AND HOW WILL TEACHERS BE SELECTED?

Intern Advisors will be chosen by a Selection Committee in each school composed of the principal, assistant principal, the Science, Math, Foreign Language department chairpersons, and the applicant's subject area coordiator.

Application Forms may be obtained from the principal anytime after April 8, 1988.

APPENDIX C

C-1 Role and Responsibilities of the Mentor Teacher

C-2 Mentor Teacher Preparation Program Objectives

C-3 Mentor Teacher Competencies and Performance Objectives

C-4 Components of Training Program

THE ROLE AND RESPONSIBILITIES OF THE MENTOR TEACHER

The **Goal** of the Mentor Teacher should be to help the beginning teacher develop and enhance:

- **Competence**--mastery of the knowledge, skills, and application which effective teaching requires
- **Self-Confidence**--belief in one's ability to make good decisions, to be responsible, and to be in control
- **Self-Direction**--the assurance and ability to take charge of one's personal, professional, and career development
- **Professionalism**--to understand and assume the responsibilities and ethics of the profession

The **Role** of the Mentor Teacher should be to become a model:

- In relations with colleagues, students, parents, and others
- By demonstrating a commitment to student growth and development
- By demonstrating exemplary skills in the classroom
- In collaborative endeavors with other professionals (collegial interaction and support)
- In work habits
- By modeling a professional growth commitment; having a personal and professional development plan
- By active involvement in professional activities and professional organizations
- By seeking knowledge of trends in education, including materials, research, and methodology
- By expressing a positive set of values and beliefs concerning teaching as a career
- By being a facilitator of change and improvement

- By encouraging trust through a confidential and supportive relationship

The **Responsibilities** of the Mentor Teacher should include:

- Meeting regularly with the intern, both formally and informally
- Guiding the intern through the daily operation of the school
- Arranging for the intern's visit different teachers' classes
- Demonstrating lessons for the intern
- Observing the intern's teaching and providing feedback
- Being a role model in all aspects of professionalism
- Developing skills as a mentor as well as a teacher
- Supporting and counseling the intern and providing perspective when needed
- Monitoring a provisional teachers progress in completing the requirements of the Alternative Certification Program

MENTOR TEACHER PREPARATION PROGRAM OBJECTIVES

a. To provide teachers with an introduction to the theory, knowledge, and practices that may be utilized in the effective supervision and mentoring of beginning teachers.

b. To help teachers examine mentoring skills and to understand the relationship of the competencies and performance indicators to effective mentoring practices.

c. To assist teachers in the self evaluation of their abilities in respect to the competencies and performance indicators.

d. To provide instruction to assist teachers in the development, utilization and refinement of mentor teacher competencies while they are in the process of supervising an intern or beginning teacher.

e. To individualize instruction to meet the specific needs of each participant in the participants own supervisory setting.

f. To provide direct feedback to participants through the use of observations and evaluations with respect to the teachers attainment and demonstration of the mentor teach competencies.

g. To provide information to teachers regarding the Alternative Certification Program requirements and to provide a process for monitoring and assessing the interning teachers' progress in meeting these requirements.

h. To provide teachers guidance in defining the appropriate role of the mentor in relationship to other members of the intern's support team, and in the formal evaluation of the intern for contractual purposes.

MENTOR TEACHER COMPETENCIES AND PERFORMANCE INDICATORS

1. PLANS FOR WORKING WITH BEGINNING INTERN TEACHER

   a. Assembles materials for sharing with intern
      (1) Policies and procedures (District, School, Department)
      (2) General school information
      (3) Course guides and descriptions; curriculum guides
      (4) Examples of instructional objectives
      (5) Lists of instructional materials, equipment and resources
      (6) Examples of evaluation materials, including standardized tests, teacher made tests and grading practices
   b. Identifies objectives to be attained by intern during the internship. States performance indicators by which to determine intern progress.
   c. Plans specific initial activities for the intern
   d. Establishes a calendar (time frame) for intern objectives to be attained

2. ORIENTS THE INTERN TO THE INTERN EXPERIENCE

   a. Familiarizes the intern with the teaching assignment; students, schedule, classroom procedures, general materials, etc.
   b. Explains school policies and procedures
   c. Clarifies educational objectives and goals of the subject area
   d. Explains the scope and sequence of the total instructional program
   e. Plans the overall intern teaching experience with the intern teacher
   f. Helps the intern understand contractual and certification requirements
   g. Clarifies the role of persons participating in the intern teaching experience

3. ESTABLISHES AND MAINTAINS RAPPORT WITH THE INTERN

   a. Shows respect for the opinions and suggestions of the intern
   b. Works cooperatively with the intern by sharing, caring, and accepting the intern as a professional peer
   c. Shares one's own value system and shows openness to the value system of the intern
   d. Builds positive relationships through fair, candid, and constructive criticism
   e. Tries to understand the behavior and perceptions of the intern teacher as a unique individual
   f. Praises and encourages constructive attitudes and procedures of the intern

4. GUIDES THE INTERN IN PLANNING FOR INSTRUCTIONAL ACTIVITIES

   a. Makes available and shows the use of example lesson plans, textual, and other planning materials
   b. Demonstrates to the intern the purpose and use of instructional objectives
   c. Plans with the intern for the implementation of day-to-day and week-to-week objectives and activities
   d. Shows the intern how to plan for and select instructional materials and equipment
   e. Demonstrates the planning of different teaching strategies with respect to a specific instructional goal
   f. Shares examples of educational and community resources appropriate to the teaching field
   g. Explains the use of materials and equipment based upon recent educational trends and research
   h. Demonstrates to the intern the design, administration, and interpretation of tests as a basis for planning teaching strategies
   i. Provides increasing opportunities for decision-making regarding classroom procedures and instruction

5. GUIDES THE INTERN'S ACQUISITION OF TEACHING SKILLS

   a. Recognizes the readiness of the intern for specific experiences and responsibilities
   b. Encourages the intern to be creative and innovative in the assigned responsibilities
   c. Observes instruction and provides immediate feedback of the intern's performance
   d. Demonstrates educational philosophy through teaching strategies and explain the relationship to the intern
   e. Demonstrates alterative teaching behavior to the intern teacher by modifying instructional strategies in reaction to feedback from students
   f. Helps the intern utilize various methods of evaluating pupil activities
   g. Demonstrates and explains various methods of grading and reporting pupil progress

6. UTILIZES COMMUNICATION SKILLS APPROPRIATE TO THE MENTOR TEACHER - INTERN RELATIONSHIP

   a. Builds a climate for effective communication
   b. Facilitates communication through clarification, demonstration, and explanation
   c. Encourages clarity in intern communication
   d. Listens to the intern

7. CONDUCTS FORMAL CONFERENCES WITH THE INTERN

a. Develops a schedule for conferences on a regular basis
b. Provides a conference setting free from disturbance
c. Holds conferences frequently enough to insure effectiveness
d. Plans the conference around the needs and concerns of the intern
e. Encourages the intern to raise concerns and indicate problems through the interchange of ideas
f. Provides constructive criticism with suggestions for improvement
g. Helps the intern summarize each conference, keep a written record, and plan next steps

8. DEMONSTRATES A MASTERY OF TEACHING AREA CONTENT

a. Exhibits competent knowledge of the subject area to the intern teacher
b. Shows and explains the application of subject matter suitable to the level of instruction
c. Shows how new content area knowledge and techniques are synthesized into the curriculum
d. Demonstrates skills necessary to effective instruction in the subject matter

9. EVALUATES THE PROGRESS OF THE INTERN

a. Objectively observes the intern's performance in order to provide feedback
b. Provides opportunities for the intern to engage in self-analysis through such means as video taping, accomplishment of objectives, and use of checklists and other evaluative devices
c. Helps the intern analyze teaching behavior
d. Cooperatively identifies intern strengths and weaknesses, suggesting remediation when needed through constructive criticism and encouragement
e. Determines appropriate levels of proficiency for competencies to be demonstrated in the particular intern teaching situation
f. Conducts evaluative conferences with the intern
g. Works with the intern in preparing for data collection assessment

10. EXEMPLIFIES STANDARDS OF PERSONAL AND PROFESSIONAL IMPROVEMENT

a. Provides opportunities for experiences from which the intern teacher can develop positive attitudes toward professional growth
b. Demonstrates the value of self-evaluation
c. Helps the intern identify needs for further personal and professional growth upon conclusion of intern teaching

DeKalb County School System
Decatur, Georgia

TEACHER EDUCATION AND MENTORING PROGRAM

COMPONENTS OF A 100-HOUR TRAINING PROGRAM - TOPICS

INTRODUCTION TO PROGRAM 10 HRS.

1. Requirements of Georgia's Alternative Certification Plan for teachers with provisional certification
2. The role of the mentor teacher and the role of the supervising teacher
3. The role of the principal, department chairpersons, and central office staff in support and evaluation

COACHING TEACHERS TO HIGHER LEVELS OF EFFECTIVENESS 40 HRS.

1. Supportive Communication Skills
   a. Open and Closed-ended Questions
   b. Confirmatory Paraphrase
   c. Positive Phrasing
   d. Empathy Statement
   e. Supporting Statements
   f. Approval Statement
2. Questioning Skills
3. Teachers' Nonverbal Communication
4. Learning Modalities

ADVANCED SKILL TRAINING 50 HRS.

SKILLS PRACTICE IN OBSERVING AND CONFERENCING WITH THE BEGINNING TEACHER 20 HRS.

1. Discussion and examples of effective practices assessed by the Georgia Teacher Observation Instrument
2. Observation and discussion of instructional skills from teacher-made videotapes
3. Role playing and pre and post conference with the beginning teacher

INDIVIDUALIZED PROFESSIONAL DEVELOPMENT 30 HRS.

RECOMMENDED INSERVICE TOPICS:

1. T.P.A.I. (Teacher Performance Assessment Instrument) Competency Workshops

   Objectives:
   a. Demonstrates appropriate instructional methods.
   b. Plans instruction to achieve selected objectives.
   c. Maintains appropriate classroom behavior.
   d. Maintains a positive learner environment.
   e. Communicates with learners.
   f. Obtains information about the needs and progress of learners.
   g. Organizes time, space, materials and equipment for instruction.
   h. Demonstrates acceptable written and oral expression and knowledge of subject.

2. Teacher Expectations and Student Achievement (T.E.S.A.)

3. Managing Behavior and Increasing Motivation

4. Assertive Discipline

5. Learning: A Matter of Style

6. Lesson Planning Made Easier

7. Cooperative Learning

8. Choices from numerous content-related workshops.

APPENDIX D

D-1 Mentor Teacher Needs Assessment

D-2 Beginning Teacher Needs Assessment

D-3 Mentor Pre-Assessment Survey

D-4 Intern Pre-Assessment Survey

D-5 Mentor Post-Assessment Survey

D-6 Intern Post-Assessment Survey

NEEDS ASSESSMENT FOR MENTOR TEACHERS

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools CSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program Director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210 (614) 292-5181.

NEEDS ASSESSMENT FOR MENTOR TEACHERS

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following needs statements. Note that the **responses range from one extreme example of behavior to another.** Fill out the needs assessment as follows:

a. **Read each statement carefully.**

b. **Each item has three questions:**

1. **As a mentor teacher.....**
2. **Here is where I perceive myself now.....**
3. **Here is where I want to be.....**

Responses may range from 1 to 5 for <u>each question</u>

c. **Darken on the scan answer sheet the response most appropriate for a given question.**

Make sure all questions are completed by darkening the scan sheet answer which corresponds to the question number.

d. **Please read the following example.**

1. As a mentor teacher.....

I feel pressured and overwhelmed by mentoring responsibilities	Between 1 & 3	I feel there is a need for a mentoring program but am unsure of any responsibilities	Between 3 & 5	I feel honored in being asked to be a mentor and am eager to assume my new mentoring responsibilities
		RESPONSES		
1	2	3	4	5

2. Here is where I perceive myself now 1 2 3 4 5
3. Here is where I want to be 1 2 3 4 5

NEEDS ASSESSMENT FOR MENTOR TEACHERS

1. As a mentor teacher .....

I have not as yet shared some of my instructional resources 1	between 1 & 3 2	I send the beginning teacher to the resource center for instructional ideas 3	between 3 & 5 4	I freely exchange materials & resources with the beginning teacher 5

2. Here is where I perceived myself now 1 2 3 4 5
3. Here is where I want to be 1 2 3 4 5

4. As a mentor teacher .....

I have not talked about community & parent rapport with beginning teacher 1	between 1 & 3 2	I talk about the advantages of community rapport 3	between 3& 5 4	I attend parent meetings or other community functions with the beginning teacher 5

5. Here is where I perceived myself now 1 2 3 4 5
6. Here is where I want to be 1 2 3 4 5

7. As a mentor teacher .....

I encounter problems demonstrating routines to beginning teachers 1	between 1 & 3 2	I frequently ask whether the teacher has finished some specific clerical routine 3	between 3 & 5 4	I list routines and explain how I handle my clerical responsibilities 5

8. Here is where I perceive myself now 1 2 3 4 5
9. Here is where I want to be 1 2 3 4 5

10. As a mentor teacher .....

I on occasion talk to the beginning teacher in the faculty lounge about teacher problems 1	between 1 & 3 2	I communicate regularly with the teacher after school about teacher problems 3	between 3 & 5 4	I assist new teachers in assessing their specific strengths & weaknesses by observing their class 5

11. Here is where I perceive myself now 1 2 3 4 5
12. Here is where I want to be 1 2 3 4 5

13. As a mentor teacher .....

I inform the principal of specific weaknesses of beginning teachers 1	between 1 & 3 2	I give the new teacher a kind word when they feel depressed 3	between 3 & 5 4	I give constructive criticism & support after observing classes & planning procedures 5

14. Here is where I perceived myself now 1 2 3 4 5
15. Here is where I want to be 1 2 3 4 5

16. As a mentor teacher .....

I seldom interfere with the planning of beginning professionals 1	between 1 & 3 2	I answer questions teachers have about lesson plans 3	between 3 & 4 4	I offer my lesson plan book as a model and make suggestions about resources 5

17. Here is where I perceived myself now 1 2 3 4 5
18. Here is where I want to be 1 2 3 4 5

19. As a mentor teacher .....

I never had the beginning teacher observe me 1	between 1 & 3 2	I prepared a short meeting where I demonstrated some teaching techniques 3	between 3 & 5 4	I frequently invite the teacher to my class to team teach lessons 5

20. Here is where I perceived myself now 1 2 3 4 5
21. Here is where I want to be 1 2 3 4 5

22. As a mentor teacher .....

I seldom deal with student-teacher interactions with the beginning teacher 1	between 1 & 3 2	I talk about how to improve student-teacher interactions 3	between 3 & 5 4	At appropriate moments I have other teachers share their problems & benefits of interacting with students 5

23. Here is where I perceive myself now 1 2 3 4 5
24. Here is where I want to be 1 2 3 4 5

25. As a mentor teacher .....

I tend to intimidate the beginning teacher when I am around 1	between 1 & 3 2	I am asked questions by the beginning teacher when they are confused or unsure 3	between 3 & 5 4	I feel the beginning teacher respects my opinions and shares experiences openly 5

26. Here is where I perceived myself now 1 2 3 4 5
27. Here is where I want to be 1 2 3 4 5

28. As a mentor teacher .....

I've never understood the value of standardized tests and what they tell us 1	between 1 & 3 2	I have knowledge of several aptitude and achievement measures 3	between 3 & 5 4	I use tests as diagnostic indicators within my teaching and planning 5

29. Here is where I perceived myself now 1 2 3 4 5
30. Here is where I want to be 1 2 3 4 5

31. As a mentor teacher .....

I know many classroom strategies for disciplining children that I share with the beginning teacher 1	between 1 & 3 2	I watch for disturbances in the beginning teacher's classroom so that I can help 3	between 3 & 5 4	I am aware of the policies and procedures of referring students to the principal 5

32. Here is where I perceived myself now 1 2 3 4 5
33. Here is where I want to be 1 2 3 4 5

34. As a mentor teacher .....

My principal never trusts my judgment of the beginning teacher's ability 1	between 1 & 3 2	My principal offers me support and encouragement when necessary 3	between 3 & 5 4	My principal provides feedback on a regular basis regarding my efforts and provides support 5

35. Here is where I perceived myself now 1 2 3 4 5
36. Here is where I want to be 1 2 3 4 5

37. As a mentor teacher .....

I never use group work in my class 1	between 1 & 3 2	I group my students and ask them to complete a project 3	between 3 & 5 4	I am familiar with a variety of group strategies and grading procedures 5

38. Here is where I perceived myself now 1 2 3 4 5
39. Here is where I want to be 1 2 3 4 5

40. As a mentor teacher.....

I lecture more than 80% of the instructional time 1	between 1 & 3 2	Occasionally, I use transparencies, T.V. and guest speakers in presenting my materials 3	between 3 & 5 4	I vary my teaching techniques daily to add variety and meet individual needs 5

41. Here is where I perceived myself now 1 2 3 4 5
42. Here is where I want to be 1 2 3 4 5

43. As a mentor teacher .....

I do not belong to any professional organizations 1	between 1 & 3 2	I am a member of several professional organizations 3	between 3 & 5 4	I reply on professional organizations for many unique ideas in keeping up-to-date in my profession 5

44. Here is where I perceived myself now 1 2 3 4 5
45. Here is where I want to be 1 2 3 4 5

46. As a mentor teacher .....

I do not know our school psychologist, curriculum resource person or media specialists 1	between 1 & 3 2	I know the school psychologist, curriculum resource person and the media specialists 3	between 3 & 5 4	I utilize the services of the curriculum resource person, school psychologist and media specialist 5

47. Here is where I perceived myself now 1 2 3 4 5
48. Here is where I want to be 1 2 3 4 5

49. As a mentor teacher .....

I seldom have time to plan individualized activities so students can work independently 1	between 1 & 3 2	I ask individual students to work together quietly until I can help 3	between 3 & 5 4	I plan and create learning centers that can be used by individual students 5

50. Here is where I perceived myself now 1 2 3 4 5
51. Here is where I want to be 1 2 3 4 5

52. As a mentor teacher .....

When I observe a beginning teacher's noisy, disorderly classroom I ignore it 1	between 1 & 3 2	I know that the beginning teacher has class rules for the class 3	between 3 & 5 4	I am pleased with the discipline practices and confidence the beginning teacher has with the students 5

53. Here is where I perceived myself now 1 2 3 4 5
54. Here is where I want to be 1 2 3 4 5

55. As a mentor teacher .....

I know the policy handbook needs to be revised so I do not refer to it [1]	between 1 & 3 [2]	I remind the teacher to look at the policy handbook when rules are broken [3]	between 3 & 5 [4]	I review the procedures described in the policy handbook with the beginning teacher [5]

56. Here is where I perceived myself now 1 2 3 4 5
57. Here is where I want to be 1 2 3 4 5

58. As a mentor teacher .....

I feel incapable of providing for the needs of special education students in my class [1]	between 1 & 3 [2]	I understand the law regarding special education students [3]	between 3 & 5 [4]	I work with the special education teacher to meet the needs of the special education students [5]

59. Here is where I perceived myself now 1 2 3 4 5
60. Here is where I want to be 1 2 3 4 5

61. As a mentor teacher .....

I feel parents are of little value and should not be considered in determining the educational end for their child [1]	between 1 & 3 [2]	I've discussed parent-teacher conferences with the beginning teacher [3]	between 3 & 5 [4]	I've discussed the procedures for effective parent-teacher conferences and the value of keeping on-going files of the students' work [5]

62. Here is where I perceived myself now 1 2 3 4 5
63. Here is where I want to be 1 2 3 4 5

64. As a mentor teacher .....

I keep my course of study in the upper left hand drawer of my desk 1	between 1 & 3 2	I've gone over the course of study with the beginning teacher 3	between 3 & 5 4	I've developed classroom materials for lessons that come out of the course of study 5

65. Here is where I perceived myself now 1 2 3 4 5
66. Here is where I want to be 1 2 3 4 5

67. As a mentor teacher .....

I do not help the beginning teacher to organize time 1	between 1 & 3 2	I can identify ineffective group work because of the beginning teachers poor time management 3	between 3 & 5 4	I share effective time management and organizational skills with the beginning teacher 5

68. Here is where I perceived myself now 1 2 3 4 5
69. Here is where I want to be 1 2 3 4 5

70. As a mentor teacher .....

I assume the beginning teacher knows several techniques for motivating students 1	between 1 & 3 2	I have suggested several references which describe techniques to use in motivating students 3	between 3 & 5 4	I am prepared to discuss and demonstrate several techniques for motivating students 5

71. Here is where I perceived myself now 1 2 3 4 5
72. Here is where I want to be 1 2 3 4 5

73. As a mentor teacher .....

I lack the reference materials and supplies necessary to help the beginning teacher 1	between 1 & 3 2	I have a few personal reference materials and supplies I can share with the beginning teacher 3	between 3 & 5 4	I have adequate reference materials and supplies to share with the beginning teacher 5

74. Here is where I perceived myself now 1 2 3 4 5
75. Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a mentor teacher, at this point in time is . . .

Please respond to the following sentence stem by writing a paragraph.

I was chosen to be a mentor because .....

SS# _ _ _ _
(last 4 digits)

NEEDS ASSESSMENT FOR MENTOR TEACHERS

This instrument is designed to give you the opportunity to express your opinions about your needs as a mentor teacher so that DeKalb County can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only.
DO NOT OMIT ANY ITEM.

School district _____ Date _____

Age _____ Sex _____ Grade level/subject taught _____

Total number of years teaching experience _____

Highest degree completed _____

Place where educational training was received _____

_____

Area of preparation or certification

Major _____ Minor _____

Race: (Circle One)

A. American Indian
B. Asian American
C. Black American
D. Hispanic, Spanish - surnamed American
E. White American
F. Other _____

CATEGORIES FOR EACH QUESTION

IN THE MENTOR INSTRUMENT

1. Developing Instructional Materials
4. Guidance and Support
7. Clerical Work
10. Teacher Mentor Dialogue
13. Guidance and Support
16. Planning Lessons
19. Teaching Strategies
22. Beginning Teacher/Student Interactions
25. Guidance and Support
28. Evaluation
31. Planning Lessons
34. Guidance and Support
37. Grouping Strategies
40. Teaching Strategies
43. Professional Development
46. Support Services
49. Individualized Instruction
52. Discipline Techniques of Beginning Teachers
55. Awareness of School Policies and Procedures
58. Dealing with Individual Differences
61. Dealing with Parents
64. Use of Curriculum
67. Time Management Skills
70. Sharing Motivational Techniques
73. Inadequate Supplies and Materials

NEEDS ASSESSMENT FOR BEGINNING TEACHERS

This instrument was developed by Brenda Stallion, Graduate Research Assistant, Ohio State University in conjunction with the Franklin County Schools CSU Induction Program, funded by NIE grant contract #400-85-1043. Use of this instrument must be by permission of program Director, Dr. Nancy L. Zimpher, College of Education, Department of Policy and Leadership, The Ohio State University, 121 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, Ohio 43210 (614) 292-5181.

NEEDS ASSESSMENT FOR BEGINNING TEACHERS

Section I

DIRECTIONS FOR RECORDING RESPONSES ON SURVEY:

Please complete the following needs statements. Note that the **responses range from one extreme example of behavior to another.** Fill out the needs assessment as follows:

a. **Read each statement carefully.**

b. **Each item has three questions:**

1. **As a beginning teacher.....**
2. **Here is where I perceive myself now.....**
3. **Here is where I want to be.....**

Responses may range from 1 to 5 for <u>each question.</u>

c. **Darken on the scan answer sheet the response most appropriate for each given question.**

Make sure all questions are completed by darkening the scan sheet answer which corresponds to the question number.

d. **Please read the following example.**

1. **As a beginning teacher.....**

This induction program is unnecessary and threatening to me	Between 1 & 3	This induction program seems to have potential for helping me	Between 3 & 5	This induction program is great and offers me a change for personal & professional growth & development
RESPONSES				
1	2	3	4	5

2. **Here is where I perceive myself now** 1 2 3 4 5
3. **Here is where I want to be** 1 2 3 4 5

NEEDS ASSESSMENT FOR BEGINNING TEACHERS

1. As a beginning teacher .....

I find lesson plans are difficult to write & organize 1	between 1 & 3 2	I find lesson plans are somewhat problematic to prepare & follow 3	between 3 & 5 4	My lesson plans are detailed and easy for a substitute to teach 5

2. Here is where I perceived myself now 1 2 3 4 5
3. Here is where I want to be 1 2 3 4 5

4. As a beginning teacher .....

I have knowledge of few instructional resources & class materials available 1	between 1 & 3 2	I have knowledge of several resources teachers use when teaching their classes 3	between 3& 5 4	I have knowledge of a variety of instructional resources & class materials available to the program 5

5. Here is where I perceived myself now 1 2 3 4 5
6. Here is where I want to be 1 2 3 4 5

7. As a beginning teacher .....

I know few activities for motivating students 1	between 1 & 3 2	I know some motivating activities 3	between 3 & 5 4	I am familiar with many activities that get students involved & motivated 5

8. Here is where I perceive myself now 1 2 3 4 5
9. Here is where I want to be 1 2 3 4 5

10. As a beginning teacher .....

My classroom discipline strategies do not seem to produce the results I anticipated 1	between 1 & 3 2	My classroom discipline strategies seem reasonably effective and comfortable for me to use 3	between 3 & 5 4	My classroom discipline strategies seem very effective & complement my teaching & personality style 5

11. Here is where I perceive myself now 1 2 3 4 5
12. Here is where I want to be 1 2 3 4 5

13. As a beginning teacher .....

My textbooks and workbooks are not appropriate for the grade level I teach and are out-of-date 1	between 1 & 3 2	My textbooks and workbooks need some revisions 3	between 3 & 5 4	My textbooks & workbooks are carefully selected & appropriate for the grade level 5

14. Here is where I perceived myself now 1 2 3 4 5
15. Here is where I want to be 1 2 3 4 5

16. As a beginning teacher .....

I am unfamiliar with a graded course 1	between 1 & 3 2	Graded courses of study are available to me somewhere in the building 3	between 3 & 4 4	Graded courses of study are used to plan my courses 5

17. Here is where I perceived myself now 1 2 3 4 5
18. Here is where I want to be 1 2 3 4 5

19. As a beginning teacher .....

When dealing with individual differences I rarely consider them 1	between 1 & 3 2	When dealing with individual differences I help students after lectures 3	between 3 & 5 4	When dealing with individual differences I plan for the whole class while I help individuals 5

20. Here is where I perceived myself now 1 2 3 4 5
21. Here is where I want to be 1 2 3 4 5

22. As a beginning teacher .....

When I need guidance and support I don't feel comfortable asking other teachers & administrators 1	between 1 & 3 2	When I need guidance and support I talk to friends outside the field of education 3	between 3 & 5 4	When I need guidance and support I feel secure in asking for help from teachers & administrators 5

23. Here is where I perceive myself now 1 2 3 4 5
24. Here is where I want to be 1 2 3 4 5

25. As a beginning teacher .....

When dealing with my colleagues they treat me like a student teacher 1	between 1 & 3 2	When dealing with my colleagues they are unsure of my professional ability, but supportive 3	between 3 & 5 4	When dealing with my colleagues they treat me as a professional teacher & consider me their equal 5

26. Here is where I perceived myself now 1 2 3 4 5
27. Here is where I want to be 1 2 3 4 5

28. As a beginning teacher .....

I feel my teaching load is impossible and hinders my ability to teach well 1	between 1 & 3 2	I feel my teaching load is reasonable but allows me little time to plan new activities 3	between 3 & 5 4	I feel my teaching load is ideal & allows me opportunities to plan for individual areas 5

29. Here is where I perceived myself now 1 2 3 4 5
30. Here is where I want to be 1 2 3 4 5

31. As a beginning teacher .....

I feel worried I might say the wrong thing 1	between 1 & 3 2	I call the parent when there is a problem 3	between 3 & 5 4	I freguently contact the home & inform parents of their child's progress 5

32. Here is where I perceived myself now 1 2 3 4 5
33. Here is where I want to be 1 2 3 4 5

34. As a beginning teacher .....

When teaching I lecture the class each day & put some ideas on the board 1	between 1 & 3 2	When teaching I occasionally change routines so the class does not get bored 3	between 3 & 5 4	When teaching I do a variety of activities in small groups & as a class 5

35. Here is where I perceived myself now 1 2 3 4 5
36.. Here is where I want to be 1 2 3 4 5

37. As a beginning teacher .....

When discipline students I warn & threaten students frequently 1	between 1 & 3 2	When discipling students I follow through with my class rules when students misbehave 3	between 3 & 5 4	When disciplining students I follow through on the rules & explain the consequences for good & bad behavior 5

38. Here is where I perceived myself now 1 2 3 4 5
39. Here is where I want to be 1 2 3 4 5

40. As a beginning teacher.....

I have discovered that my students do not seem to understand my lesson after I present it 1	between 1 & 3 2	I have discovered that my students seem interested but sometimes have difficulty in following my lesson 3	between 3 & 5 4	I have discovered that my students follow directions & work actively after my lesson 5

41. Here is where I perceived myself now 1 2 3 4 5
42. Here is where I want to be 1 2 3 4 5

43. As a beginning teacher .....

I feel my students are noisy when working with each other 1	between 1 & 3 2	I feel my students are noisy but seem like they are working together 3	between 3 & 5 4	I feel my students work cooperatively and are well-behaved during group work 5

44. Here is where I perceived myself now 1 2 3 4 5
45. Here is where I want to be 1 2 3 4 5

46. As a beginning teacher .....

I find my school equipment non-existent or does not work well 1	between 1 & 3 2	My school equipment works well but is not always available 3	between 3 & 5 4	My school equipment is available within the room & always works properly 5

47. Here is where I perceived myself now 1 2 3 4 5
48. Here is where I want to be 1 2 3 4 5

49. As a beginning teacher .....

When dealing with special education students I feel awkward & have difficulty understanding their needs 1	between 1 & 3 2	I would like to help special education students but have problems in dealing with them in classroom situations 3	between 3 & 5 4	I work cooperatively with the special education teachers & can diagnose the needs of these students 5

50. Here is where I perceived myself now 1 2 3 4 5
51. Here is where I want to be 1 2 3 4 5

52. As a beginning teacher .....

When I communicate with my principal I feel unsure of his/her expectations and feel insecure with him/her 1	between 1 & 3 2	When communicating with my principal I ask for advice and support frequently 3	between 3 & 5 4	When communicating with my principal I understand the goals and expectations he/she has for me & recognize his/her support 5

53. Here is where I perceived myself now 1 2 3 4 5
54. Here is where I want to be 1 2 3 4 5

55. As a beginning teacher .....

In transferring from one class activity to the next is frequently confusing & noisy 1	between 1 & 3 2	When transferring from one class activity to the next is orderly but takes too long for my students to get ready 3	between 3 & 5 4	In transferring from one class activity to the next it runs smoothly & orderly 5

56. Here is where I perceived myself now 1 2 3 4 5
57. Here is where I want to be 1 2 3 4 5

58. As a beginning teacher .....

When evaluating my students I feel unsure about how to judge their progress 1	between 1 & 3 2	When evaluating my students I administer many tests and quizzes 3	between 3 & 5 4	When evaluating my students I provide frequent feedback with comments on assignments and recently graded tests 5

59. Here is where I perceived myself now 1 2 3 4 5
60. Here is where I want to be 1 2 3 4 5

61. As a beginning teacher .....

In the classroom I have difficulty getting students involved in classroom discussion 1	between 1 & 3 2	In the classroom I invite student responses during lecture 3	between 3 & 5 4	In the classroom I ask students to assist in planning how they will learn the curriculum content 5

62. Here is where I perceived myself now 1 2 3 4 5
63. Here is where I want to be 1 2 3 4 5

64. As a beginning teacher .....

I see community involvement as a time consuming endeavor 1	between 1 & 3 2	I see community involvement as a possibility for developing community/ school relationships 3	between 3 & 5 4	I see community involvement as the ideal cooperative effort in which both the school and community can benefit 5

65. Here is where I perceived myself now 1 2 3 4 5
66. Here is where I want to be 1 2 3 4 5

67. As a beginning teacher .....

I lack knowledge in developing a good test 1	between 1 & 3 2	I borrow examples of evaluation instruments from other resources and teachers 3	between 3 & 5 4	I can design tests that specifically address the objectives covered in class 5

68. Here is where I perceived myself now 1 2 3 4 5
69. Here is where I want to be 1 2 3 4 5

70. As a beginning teacher .....

I never have routine forms and clerical work completed on time 1	between 1 & 3 2	I ask for help as I encounter problems in completing routine forms and clerical work 3	between 3 & 5 4	I complete routine forms and clerical responsibilities on time and without any assistance 5

71. Here is where I perceived myself now 1 2 3 4 5
72. Here is where I want to be 1 2 3 4 5

73. As a beginning teacher .....

I seldom have time to plan individualized activities so students can work independently [1]	between 1 & 3 [2]	I ask individual students to work together quietly until I can help [3]	between 3 & 5 [4]	I plan and create learning centers that can be used by individual students [5]

74. Here is where I perceived myself now 1 2 3 4 5
75. Here is where I want to be 1 2 3 4 5

Section II

Please respond to the following sentence stem by writing a brief paragraph.

My greatest need as a beginning teacher, at this point in time is . . .

SS# _ _ _ _
(last 4 digits)

NEEDS ASSESSMENT FOR BEGINNING TEACHERS

This instrument is designed to give you the opportunity to express your opinions about your needs as a beginning teacher so that DeKalb County can provide you the services necessary in meeting those needs. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

Section III

Fill in the information below. You will notice that there is no place for your name. Please do not record your name. All responses will be strictly confidential and results will be reported by groups only.
DO NOT OMIT ANY ITEM.

School district _____ Date _____

Age _____ Sex _____ Grade level/subject taught _____

Total number of years teaching experience _____

Highest degree completed _____

Place where educational training was received _____

_____

Area of preparation or certification

Major _____ Minor _____

Race: (Circle One)

A. American Indian
B. Asian American
C. Black American
D. Hispanic, Spanish - surnamed American
E. White American
F. Other _____

Which of the following define you as a inductee (beginning) teacher in the DeKalb County Induction Program. (Circle all that apply to your definition.)

A. Certified teacher assigned to a classroom for the first time
B. Certified teacher who was on an extended professional leave and returning to the classroom
C. Certified teacher assigned to a different grade level
D. Certified teacher assigned to a subject markedly different from previous assignments
E. Certified teacher who was new to the building which you were assigned
F. Certified teacher who was new to the district

CATEGORIES FOR EACH QUESTION

IN THE BEGINNING TEACHER INSTRUMENT

1. Planning Lessons
4. Knowledge of Instructional Resources and Materials
7. Motiving Students
10. Classroom Discipline Strategie
13. Insufficient Materials and Supplies
16. Knowledge of Instructional Resources and Materials
19. Dealing with Individual Differences
22. Inadequate Guidance and Support
25. Relations with Colleagues
28. Heavy Teaching Load
31. Parent Relationships
34. Motivating Students
37. Classroom Discipline/Rules
40. Planning Lessons
43. Classroom Discipline
46. Inadequate School Equipment
49. Dealing with Individual Differences
52. Principal and Administrator Relationships
55. Classroom Discipline Strategies
58. Assessing Students' Work
61. Motiviating Students
64. Parent Relationships
67. Assessing Students' Work
70. Classroom Management Organization
73. Dealing with Individual Differences

T. E. A. M.

TEACHER EDUCATION AND MENTORING PROGRAM

MENTOR TEACHER PRE-ASSESSMENT SURVEY

This instrument was developed by Theresa Bey, Associate Professor, Dept. of Curriculum and Supervision, the University of Georgia, in conjunction with the DeKalb County School System's Teacher Education and Mentoring Program, funded in part under 98-377, Demonstration and Exemplary Grant.

Use of this instrument must be by permission of Dr. Theresa Bey, University of Georgia, or by Mrs Anne Hightower, TEAM Program Director, DeKalb County School System.

MENTOR TEACHER SURVEY

SECTION I

Background Information

1. Survey category

   a) Intern Teacher
   b) Mentor Teacher
   c) Beginning Teacher (NT4)

2. Years of teaching experience

   a) 1
   b) 2-3
   c) 4-6
   d) 7-10
   e) 11 years or more

3. Teaching field

   a) Math
   b) Science
   c) Foreign Language
   d) Other

4. Grade level taught 3 periods a day or more

   a) 8
   b) 9
   c) 10
   d) 11
   e) 12

5. Highest college degree earned

   a) Bachelors
   b) Masters
   c) Specialists
   d) Doctoral

6. Ethnic Background

   a) Black
   b) White
   c) Hispanic
   d) Oriental
   e) Other

7. Sex

a) Male
b) Female

8. Using the course description for the subjects you teach, how many of your classes are designated as remedial or survey courses?

a) 1
b) 2
c) 3
d) 4 or more
e) None

9. How many of your classes are designated as advanced?

a) 1
b) 2
c) 3
d) 4 or more
e) None

10. How many of your classes are designated as general level?

a) 1
b) 2
c) 3
d) 4 or more
e) None

SECTION II **An Assessment of Assistance to New Teachers**

DIRECTIONS: For each item please indicate the response that best describes your opinion about the assistance new teachers will receive from administrative and supervisory personnel.

Rating scale as follows:

a	b	c	d	e
1	2	3	4	5

PART A

A. The assistance and support provided to the new teacher

		Will Be of No Value			Will Be Very Valuable	
11.	The Mentor teacher (you)	a	b	c	d	e
12.	The Principal/Asst Principal	a	b	c	d	e
13.	The Instructional Coordinator	a	b	c	d	e
14.	The Department Chairperson	a	b	c	d	e
15.	Other (specify) _____	a	b	c	d	e

PART B

Please indicate areas where you will provide assistance to the new teacher:

Teaching Skills

		I Will Provide No Assistance				I Will Provide A Lot of Assistance
16.	In planning instruction and in preparing course objectives	a	b	c	d	e
17.	In using a variety of teaching methods and materials	a	b	c	d	e
18.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
19.	In motivating students to maintain involvement in instruction	a	b	c	d	e
20.	In mastering content knowledge/subject matter	a	b	c	d	e
21.	In organizing and managing time, materials, and paper-work	a	b	c	d	e
22.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
23.	In managing classroom control and handling student disci-pline problems	a	b	c	d	e
24.	In developing tests/exams for students	a	b	c	d	e
25.	In evaluating student per-formance and academic pro-gress (grading system)	a	b	c	d	e
26.	In analyzing the cause of student failure	a	b	c	d	e

	I Will Provide No Assistance				I Will Provide A Lot of Assistance
Non-Teaching Activities					
27. In preparing for parent-teacher conferences	a	b	c	d	e
28. In locating and using audiovisual equipment	a	b	c	d	e
29. In establishing homework policies	a	b	c	d	e
30. In obtaining textbooks, materials, and supplies	a	b	c	d	e
31. In using duplicating equipment	a	b	c	d	e
32. In completing follow-up procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
33. In becoming familiar with local school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	a	b	c	d	e
34. In becoming familiar with the school faculty and staff	a	b	c	d	e
35. In preparing for the TPAI classroom observation	a	b	c	d	e
36. In preparing the TPAI portfolio	a	b	c	d	e
37. In assisting with the activities required to complete the Alternative Certification Program	a	b	c	d	e

		I Will Provide No Assistance				I Will Provide A Lot of Assistance
38.	In being available to discuss instructional problems and concerns	a	b	c	d	e
39.	In helping to schedule observations of other teachers and providing conferencing opportunities to discuss the lessons with me	a	b	c	d	e
40.	In having the new teacher watch me teach and provide me with feedback about the lesson	a	b	c	d	e
41.	In providing an opportunity for the new teacher to analyze his/her own teaching using audio or videotapes	a	b	c	d	e
42.	In stimulating the new teacher to think about his/her teaching skills	a	b	c	d	e

PART C

Please indicate areas where you think training is needed to help you to be effective in assisting the new teacher:

		I Need No Training				I Need More Training
43.	In planning instruction and in preparing course objectives	a	b	c	d	e
44.	In varying my teaching techniques, methods and materials	a	b	c	d	e
45.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
46.	In motivating students to maintain involvement in instruction	a	b	c	d	e
47.	In improving my content knowledge	a	b	c	d	e
48.	In the management of time, materials, and paperwork	a	b	c	d	e
49.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
50.	In managing classroom routines and behavior, and in appropriately handling student discipline	a	b	c	d	e
51.	In constructing teacher made tests	a	b	c	d	e
52.	In evaluating student progress (grading system)	a	b	c	d	e
53.	In analyzing the cause of student failure	a	b	c	d	e

		I Need No Training			I Need More Training	
Non-Teaching Activities						
54.	In conducting parent-teacher conferences	a	b	c	d	e
55.	In using audiovisual equipment	a	b	c	d	e
56.	In establishing home-work policies	a	b	c	d	e
57.	In locating textbooks, materials, and supplies	a	b	c	d	e
58.	In operating the duplicating equipment	a	b	c	d	e
59.	In completing procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
60.	In becoming familiar with school policies and procedures, contractual rights and responsiblities for DeKalb School System Personnel	a	b	c	d	e
61.	In becoming familiar with the school faculty and staff	a	b	c	d	e
62.	In helping the new teacher prepare for the TPAI classroom observation	a	b	c	d	e
63.	In helping the new teacher prepare the TPAI portfolio	a	b	c	d	e
64.	In assisting the new teacher (intern) with activities required to complete the Alternative Certification Program	a	b	c	d	e
65.	In discussing instructional problems and concerns with the new teacher	a	b	c	d	e

		I Need No Training				I Need More Training
66.	In helping the new teacher schedule observations of other teachers and provide conferencing opportunities to discuss the lessons with me	a	b	c	d	e
67.	In having the new teacher observe my classes and provide feedback about my lessons	a	b	c	d	e
68.	In providing an opportunity for the new teacher to analyze his/her own teaching using audio or videotapes	a	b	c	d	e
69.	In stimulating me to think about my teaching skills	a	b	c	d	e

PART D

The purpose of this section is to rate your ability to work effectively with a new teacher.

As a Mentor to a New Teacher, how do you rate the quality of your ability to:

		Not Very Good				Very Good
70.	Encourage the new teacher to try new instructional ideas	a	b	c	d	e
71.	Listen to the new teacher's problems and try to understand them?	a	b	c	d	e
72.	Inform the new teacher about specific aspects of his/her teaching?	a	b	c	d	e
73.	Inform the new teacher about positive aspects of his/her teaching?	a	b	c	d	e
74.	Give frank and constructive criticism after watching the new teacher teach?	a	b	c	d	e
75.	Discuss with the new teacher facts and theories related to teaching?	a	b	c	d	e
76.	Challenge the new teacher to think for his/herself?	a	b	c	d	e
77.	Suggest supplementary teaching materials and aids that the new teacher can use?	a	b	c	d	e
78.	Give the new teacher logical reasons for your ideas or suggestions?	a	b	c	d	e
79.	Help the new teacher learn more about his/her subject matter?	a	b	c	d	e
80.	Understand the new teacher's feelings about teaching	a	b	c	d	e

		Not Very Good				Very Good
81.	Show interest in the new teacher as a person?	a	b	c	d	e
82.	Approach the new teacher with an attitude that displays your willingness to help?	a	b	c	d	e
83.	Make it easy for the new teacher to be his/herself when you are together	a	b	c	d	e
84.	Assist the new teacher without becoming annoyed or bothered?	a	b	c	d	e

PART E

DIRECTIONS:

Given below are a number of statements regarding teaching. Read each statement, then indicate the degree to which you personally agree or disagree. There are no right or wrong answers so please respond candidly to each statement.

		Rating scale as follows:				
		a	b	c	d	e
		1	2	3	4	5
		Strongly Disagree				Strongly Agree
85.	I believe in my ability and am encouraged to continue my teaching career.	a	b	c	d	e
86.	Given enough time, I can teach almost anything to anyone.	a	b	c	d	e
87.	If another teacher were looking for "teaching tips", I'd be one of the first to be asked for suggestions.	a	b	c	d	e
88.	I could do a good job of teaching any high school grade level or ability.	a	b	c	d	e
89.	I am competent in teaching all areas of my subject content.	a	b	c	d	e
90.	It's easy for me to "respond to the unexpected" while I am teaching.	a	b	c	d	e
91.	There are teachers who have borrowed my ideas to use in their classrooms.	a	b	c	d	e

		Strongly Disagree				Strongly Agree
92.	I am encouraged enough about my successes to continue teaching.	a	b	c	d	e
93.	I like sharing my teaching skills and knowledge with a new teacher.	a	b	c	d	e
94.	I feel that being a mentor teacher is an important responsibility.	a	b	c	d	e
95.	Being a mentor teacher will encourage me to expand my own knowledge about teaching.	a	b	c	d	e
96.	I feel most capable of offering assistance to a new teacher.	a	b	c	d	e

PART F

1. What is the greatest concern you have about being a mentor teacher?

2. As a mentor teacher, what do you expect your main responsibilities to be?

T. E. A. M.

TEACHER EDUCATION AND MENTORING PROGRAM

INTERNING TEACHER PRE-ASSESSMENT SURVEY

This instrument was developed by Theresa Bey, Associate Professor, Dept. of Curriculum and Supervision, the University of Georgia, in conjunction with the DeKalb County School System's Teacher Education and Mentoring Program, funded in part under 98-377, Demonstration and Exemplary Grant.

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BEGINNING AND INTERN TEACHER SURVEY

SECTION I

Background Information

1. Survey category

   a) Intern Teacher
   b) Mentor Teacher
   c) Beginning Teacher (NT4)

2. Years of teaching experience

   a) 0-1
   b) 2-3
   c) 4-6
   d) 7-10
   e) 11 years or more

3. Teaching field

   a) Math
   b) Science
   c) Foreign Language
   d) Other

4. Grade level taught 3 periods a day or more

   a) 8
   b) 9
   c) 10
   d) 11
   e) 12

5. Highest college degree earned

   a) Bachelors
   b) Masters
   c) Specialists
   d) Doctoral

6. Ethnic Background

   a) Black
   b) White
   c) Hispanic
   d) Oriental
   e) Other

7. Sex

a) Male
b) Female

8. Using the course description for the subjects you teach, how many of your classes are designated as remedial or survey courses?

a) 1
b) 2
c) 3
d) 4 or more
e) None

9. How many of your classes are designated as advanced?

a) 1
b) 2
c) 3
d) 4 or more
e) None

10. How many of your classes are designated as general level?

a) 1
b) 2
c) 3
d) 4 or more
e) None

SECTION II **An Assessment of the Assistance to be Provided by School Personnel**

DIRECTIONS:

For each item please indicate the response that best describes your opinion about the assistance you will receive from school personnel.

Rating scale as follows:

a	b	c	d	e
1	2	3	4	5

PART A

A.	The assistance and support that I receive from:	Will Be of No Value				Will Be Very Valuable
11.	The Mentor teacher	a	b	c	d	e
12.	The Principal/Asst Principal	a	b	c	d	e
13.	The instructional coordinator	a	b	c	d	e
14.	The Department Chairperson	a	b	c	d	e
15.	Other (specify) _____	a	b	c	d	e

PART B

Please indicate areas where you will need assistance from the mentor teacher:

Teaching Skills

		I Will Need No Assistance			I Will Need A Lot of Assistance	
16.	In planning instruction and in preparing course objectives	a	b	c	d	e
17.	In using a variety of teaching methods and materials	a	b	c	d	e
18.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
19.	In motivating students to maintain involvement in instruction	a	b	c	d	e
20.	In mastering content knowledge/subject matter	a	b	c	d	e
21.	In organizing and managing time, materials, and paper-work	a	b	c	d	e
22.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
23.	In managing classroom control and handling student disci-pline problems	a	b	c	d	e
24.	In developing tests/exams for students	a	b	c	d	e
25.	In evaluating student per-formance and academic pro-gress (grading system)	a	b	c	d	e

		I Will Need No Assistance			I Will Need A Lot of Assistance	
26.	In analyzing the cause of student failure	a	b	c	d	e
Non-Teaching Activities						
27.	In preparing for parent-teacher conferences	a	b	c	d	e
28.	In locating and using audiovisual equipment	a	b	c	d	e
29.	In establishing homework policies	a	b	c	d	e
30.	In obtaining textbooks, materials, and supplies	a	b	c	d	e
31.	In using duplicating equipment	a	b	c	d	e
32.	In completing follow-up procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
33.	In becoming familiar with local school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	a	b	c	d	e
34.	In becoming familiar with the school faculty and staff	a	b	c	d	e
35.	In preparing for the TPAI classroom observation	a	b	c	d	e
36.	In preparing the TPAI portfolio	a	b	c	d	e
37.	In fulfilling the activities required to complete the Alternative Certification Program	a	b	c	d	e

		I Will Need No Assistance				I Will Need A Lot of Assistance
38.	In making time available to discuss instructional problems and concerns with the mentor teacher	a	b	c	d	e
39.	In scheduling observations of other teachers and having conferencing opportunities to discuss their lessons	a	b	c	d	e
40.	In having the mentor teacher watch me teach and provide me with feedback about the lesson	a	b	c	d	e
41.	In having an opportunity to analyze my own teaching using audio or videotapes	a	b	c	d	e
42.	In stimulating myself to think about my teaching skills	a	b	c	d	e

PART C

Please indicate areas where you think additional training is needed to help you to be effective in the classroom:

		I Need No Training				I Need More Training
43.	In planning instruction and in preparing course objectives	a	b	c	d	e
44.	In varying my teaching techniques, methods and materials	a	b	c	d	e
45.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
46.	In motivating students to maintain involvement in instruction	a	b	c	d	e
47.	In improving my content knowledge	a	b	c	d	e
48.	In the management of time, materials, and paperwork	a	b	c	d	e
49.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
50.	In managing classroom routines and behavior, and in appropriately handling student discipline	a	b	c	d	e
51.	In constructing teacher made tests	a	b	c	d	e
52.	In evaluating student progress (grading system)	a	b	c	d	e
53.	In analyzing the cause of student failure	a	b	c	d	e

		I Need No Training				I Need More Training
Non-Teaching Activities						
54.	In conducting parent-teacher conferences	a	b	c	d	e
55.	In using audiovisual equipment	a	b	c	d	e
56.	In establishing home-work policies	a	b	c	d	e
57.	In locating textbooks, materials, and supplies	a	b	c	d	e
58.	In operating the duplicating equipment	a	b	c	d	e
59.	In completing procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
60.	In becoming familiar with school policies and pro-cedures, contractual rights and responsiblities for DeKalb School System Personel	a	b	c	d	e
61.	In becoming familiar with the school faculty and staff	a	b	c	d	e
62.	In preparing for the TPAI classroom observation	a	b	c	d	e
63.	In preparing the TPAI portfolio	a	b	c	d	e
64.	In fulfilling the activities required to complete the Alternative Certification Program	a	b	c	d	e
65.	In making time available to discuss instructional problems and concerns with the mentor teacher	a	b	c	d	e

		I Need No Training				I Need More Training
66.	In scheduling observations of other teachers, along with conferencing opportunities to discuss their lessons with me	a	b	c	d	e
67.	In having the mentor teacher observe my classes and provide feedback about my lessons	a	b	c	d	e
68.	In having the mentor teacher analyze my teaching by using audio or videotapes	a	b	c	d	e
69.	In stimulating me to think about my own teaching skills	a	b	c	d	e

PART D

The purpose of this section is to determine the qualities you would like for the mentor teacher to display while working with you.

Having a mentor teacher that can:

		Is Not Very Important				Is Very Important
70.	Encourage me to try new instructional ideas	a	b	c	d	e
71.	Listen to my teaching problems and try to understand them	a	b	c	d	e
72.	Inform me about specific aspects of my teaching	a	b	c	d	e
73.	Inform me about positive aspects of my teaching	a	b	c	d	e
74.	Give frank and constructive criticism after watching me teach	a	b	c	d	e
75.	Discuss with me facts and theories related to teaching	a	b	c	d	e
76.	Challenge me to think for myself	a	b	c	d	e
77.	Suggest supplementary teaching materials and aids that I can use	a	b	c	d	e
78.	Give me logical reasons for his/her ideas or suggestions	a	b	c	d	e
79.	Help me learn more about my subject matter	a	b	c	d	e
80.	Understand my feelings about teaching	a	b	c	d	e

		Is Not Very Important				Is Very Important
81.	Show an interest in me as a person	a	b	c	d	e
82.	Approach me with an attitude that displays a willingness to help	a	b	c	d	e
83.	Make it easy for me to be myself when we are together	a	b	c	d	e
84.	Assist me without becoming annoyed or bothered	a	b	c	d	e

PART E

DIRECTIONS:

Given below are a number of statements regarding teaching. Read each statement, then indicate the degree to which you personally agree or disagree. There are no right or wrong answers so please respond candidly to each statement.

		Rating scale as follows:				
		a	b	c	d	e
		1	2	3	4	5
		Strongly Disagree				Strongly Agree
85.	I believe in my ability and am encouraged to continue my teaching career.	a	b	c	d	e
86.	Given enough time, I can teach almost anything to anyone.	a	b	c	d	e
87.	If another teacher were looking for "teaching tips", I'd like to be one of the first to be asked for suggestions.	a	b	c	d	e
88.	I could do a good job of teaching any high school grade level or ability.	a	b	c	d	e
89.	I am competent in teaching all areas of my subject content.	a	b	c	d	e
90.	It's easy for me to "respond to the unexpected" while I am teaching.	a	b	c	d	e
91.	There are teachers who may borrow my ideas to use in their classrooms.	a	b	c	d	e

		Strongly Disagree				Strongly Agree
92.	I am encouraged enough about my successes to stay in teaching.	a	b	c	d	e
93.	I am willing to share my teaching skills and knowledge with other beginning teachers.	a	b	c	d	e
94.	I feel that the mentor teacher has an important responsibility.	a	b	c	d	e
95.	Having a mentor teacher will encourage me to expand my knowledge about teaching.	a	b	c	d	e
96.	I feel the mentor teacher is most capable of offering assistance to me.	a	b	c	d	e

T. E. A. M.

TEACHER EDUCATION AND MENTORING PROGRAM

MENTOR TEACHER POST-ASSESSMENT SURVEY

This instrument was developed by Theresa Bey, Associate Professor, Dept. of Curriculum and Supervision, the University of Georgia, in conjunction with the DeKalb County School System's Teacher Education and Mentoring Program, funded in part under 98-377, Demonstration and Exemplary Grant.

Use of this instrument must be by permission of Dr. Theresa Bey, University of Georgia, or by Mrs Anne Hightower, TEAM Program Director, DeKalb County School System.

MENTOR TEACHER SURVEY

SECTION I

Background Information

1. Survey category

   a) Intern Teacher
   b) Mentor Teacher
   c) Beginning Teacher (NT4)

2. Years of teaching experience

   a) 1
   b) 2-3
   c) 4-6
   d) 7-10
   e) 11 years or more

3. Teaching field

   a) Math
   b) Science
   c) Foreign Language
   d) Other

4. Grade level taught 3 periods a day or more

   a) 8
   b) 9
   c) 10
   d) 11
   e) 12

5. Highest college degree earned

   a) Bachelors
   b) Masters
   c) Specialists
   d) Doctoral

6. Ethnic Background

   a) Black
   b) White
   c) Hispanic
   d) Oriental
   e) Other

7. Sex

a) Male
b) Female

8. Using the course description for the subjects you teach, how many of your classes are designated as remedial or survey courses?

a) 1
b) 2
c) 3
d) 4 or more
e) None

9. How many of your classes are designated as advanced?

a) 1
b) 2
c) 3
d) 4 or more
e) None

10. How many of your classes are designated as general level?

a) 1
b) 2
c) 3
d) 4 or more
e) None

SECTION II **An Assessment of Assistance to New Teachers**

DIRECTIONS: For each item please indicate the response that best describes your opinion about the assistance new teachers will receive from administrative and supervisory personnel.

Rating scale as follows:

a	b	c	d	e
1	2	3	4	5

PART A

A. The assistance and support provided to the new teacher

		Will Be of No Value				Will Be Very Valuable
11.	The Mentor teacher (you)	a	b	c	d	e
12.	The Principal/Asst Principal	a	b	c	d	e
13.	The Instructional Coordinator	a	b	c	d	e
14.	The Department Chairperson	a	b	c	d	e
15.	Other (specify) _____	a	b	c	d	e

PART B

Please indicate areas where you will provide assistance to the new teacher:

Teaching Skills

		I Will Provide No Assistance				I Will Provide A Lot of Assistance
16.	In planning instruction and in preparing course objectives	a	b	c	d	e
17.	In using a variety of teaching methods and materials	a	b	c	d	e
18.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
19.	In motivating students to maintain involvement in instruction	a	b	c	d	e
20.	In mastering content knowledge/subject matter	a	b	c	d	e
21.	In organizing and managing time, materials, and paper-work	a	b	c	d	e
22.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
23.	In managing classroom control and handling student discipline problems	a	b	c	d	e
24.	In developing tests/exams for students	a	b	c	d	e
25.	In evaluating student performance and academic progress (grading system)	a	b	c	d	e
26.	In analyzing the cause of student failure	a	b	c	d	e

		I Will Provide No Assistance				I Will Provide A Lot of Assistance
Non-Teaching Activities						
27.	In preparing for parent-teacher conferences	a	b	c	d	e
28.	In locating and using audiovisual equipment	a	b	c	d	e
29.	In establishing homework policies	a	b	c	d	e
30.	In obtaining textbooks, materials, and supplies	a	b	c	d	e
31.	In using duplicating equipment	a	b	c	d	e
32.	In completing follow-up procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
33.	In becoming familiar with local school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	a	b	c	d	e
34.	In becoming familiar with the school faculty and staff	a	b	c	d	e
35.	In preparing for the TPAI classroom observation	a	b	c	d	e
36.	In preparing the TPAI portfolio	a	b	c	d	e
37.	In assisting with the activities required to complete the Alternative Certification Program	a	b	c	d	e

		I Will Provide No Assistance				I Will Provide A Lot of Assistance
38.	In being available to discuss instructional problems and concerns	a	b	c	d	e
39.	In helping to schedule observations of other teachers and providing conferencing opportunities to discuss the lessons with me	a	b	c	d	e
40.	In having the new teacher watch me teach and provide me with feedback about the lesson	a	b	c	d	e
41.	In providing an opportunity for the new teacher to analyze his/her own teaching using audio or videotapes	a	b	c	d	e
42.	In stimulating the new teacher to think about his/her teaching skills	a	b	c	d	e

PART C

Please indicate areas where you think training is needed to help you to be effective in assisting the new teacher:

		I Need No Training				I Need More Training
43.	In planning instruction and in preparing course objectives	a	b	c	d	e
44.	In varying my teaching techniques, methods and materials	a	b	c	d	e
45.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
46.	In motivating students to maintain involvement in instruction	a	b	c	d	e
47.	In improving my content knowledge	a	b	c	d	e
48.	In the management of time, materials, and paperwork	a	b	c	d	e
49.	In interpersonal skills such as the ability to demonstrate enthusiam, sensitivity and patience with students	a	b	c	d	e
50.	In managing classroom routines and behavior, and in appropriately handling student discipline	a	b	c	d	e
51.	In constructing teacher made tests	a	b	c	d	e
52.	In evaluating student progress (grading system)	a	b	c	d	e
53.	In analyzing the cause of student failure	a	b	c	d	e

		I Need No Training				I Need More Training
Non-Teaching Activities						
54.	In conducting parent-teacher conferences	a	b	c	d	e
55.	In using audiovisual equipment	a	b	c	d	e
56.	In establishing homework policies	a	b	c	d	e
57.	In locating textbooks, materials, and supplies	a	b	c	d	e
58.	In operating the duplicating equipment	a	b	c	d	e
59.	In completing procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
60.	In becoming familiar with school policies and procedures, contractual rights and responsiblities for DeKalb School System Personnel	a	b	c	d	e
61.	In becoming familiar with the school faculty and staff	a	b	c	d	e
62.	In helping the new teacher prepare for the TPAI classroom observation	a	b	c	d	e
63.	In helping the new teacher prepare the TPAI portfolio	a	b	c	d	e
64.	In assisting the new teacher (intern) with activities required to complete the Alternative Certification Program	a	b	c	d	e
65.	In discussing instructional problems and concerns with the new teacher	a	b	c	d	e

		I Need No Training				I Need More Training
66.	In helping the new teacher schedule observations of other teachers and provide conferencing opportunities to discuss the lessons with me	a	b	c	d	e
67.	In having the new teacher observe my classes and provide feedback about my lessons	a	b	c	d	e
68.	In providing an opportunity for the new teacher to analyze his/her own teaching using audio or videotapes	a	b	c	d	e
69.	In stimulating me to think about my teaching skills	a	b	c	d	e

PART D

The purpose of this section is to rate your ability to work effectively with a new teacher.

As a Mentor to a New Teacher, how do you rate the quality of your ability to:

		Not Very Good				Very Good
70.	Encourage the new teacher to try new instructional ideas	a	b	c	d	e
71.	Listen to the new teacher's problems and try to understand them?	a	b	c	d	e
72.	Inform the new teacher about specific aspects of his/her teaching?	a	b	c	d	e
73.	Inform the new teacher about positive aspects of his/her teaching?	a	b	c	d	e
74.	Give frank and constructive criticism after watching the new teacher teach?	a	b	c	d	e
75.	Discuss with the new teacher facts and theories related to teaching?	a	b	c	d	e
76.	Challenge the new teacher to think for his/herself?	a	b	c	d	e
77.	Suggest supplementary teaching materials and aids that the new teacher can use?	a	b	c	d	e
78.	Give the new teacher logical reasons for your ideas or suggestions?	a	b	c	d	e
79.	Help the new teacher learn more about his/her subject matter?	a	b	c	d	e
80.	Understand the new teacher's feelings about teaching	a	b	c	d	e

		Not Very Good				Very Good
81.	Show interest in the new teacher as a person?	a	b	c	d	e
82.	Approach the new teacher with an attitude that displays your willingness to help?	a	b	c	d	e
83.	Make it easy for the new teacher to be his/herself when you are together	a	b	c	d	e
84.	Assist the new teacher without becoming annoyed or bothered?	a	b	c	d	e

PART E

DIRECTIONS:

Given below are a number of statements regarding teaching. Read each statement, then indicate the degree to which you personally agree or disagree. There are no right or wrong answers so please respond candidly to each statement.

		Rating scale as follows:				
		a	b	c	d	e
		1	2	3	4	5
		Strongly Disagree				Strongly Agree
85.	I believe in my ability and am encouraged to continue my teaching career.	a	b	c	d	e
86.	Given enough time, I can teach almost anything to anyone.	a	b	c	d	e
87.	If another teacher were looking for "teaching tips", I'd be one of the first to be asked for suggestions.	a	b	c	d	e
88.	I could do a good job of teaching any high school grade level or ability.	a	b	c	d	e
89.	I am competent in teaching all areas of my subject content.	a	b	c	d	e
90.	It's easy for me to "respond to the unexpected" while I am teaching.	a	b	c	d	e
91.	There are teachers who have borrowed my ideas to use in their classrooms.	a	b	c	d	e

		Strongly Disagree				Strongly Agree
92.	I am encouraged enough about my successes to continue teaching.	a	b	c	d	e
93.	I like sharing my teaching skills and knowledge with a new teacher.	a	b	c	d	e
94.	I feel that being a mentor teacher is an important responsibility.	a	b	c	d	e
95.	Being a mentor teacher will encourage me to expand my own knowledge about teaching.	a	b	c	d	e
96.	I feel most capable of offering assistance to a new teacher.	a	b	c	d	e

PART F

1. What is the greatest concern you have about being a mentor teacher?

2. As a mentor teacher, what do you expect your main responsibilities to be?

T. E. A. M.

TEACHER EDUCATION AND MENTORING PROGRAM

INTERNING TEACHER POST-ASSESSMENT SURVEY

This instrument was developed by Theresa Bey, Associate Professor, Dept. of Curriculum and Supervision, the University of Georgia, in conjunction with the DeKalb County School System's Teacher Education and Mentoring Program, funded in part under 98-377, Demonstration and Exemplary Grant.

Use of this instrument must be by permission of Dr. Theresa Bey, University of Georgia, or by Mrs Anne Hightower, TEAM Program Director, DeKalb County School System.

BEGINNING AND INTERN TEACHER SURVEY

SECTION I

Background Information

1. Survey category

   a) Intern Teacher
   b) Mentor Teacher
   c) Beginning Teacher (NT4)

2. Years of teaching experience

   a) 1
   b) 2-3
   c) 4-6
   d) 7-10
   e) 11 years or more

3. Teaching field

   a) Math
   b) Science
   c) Foreign Language
   d) Other

4. Grade level taught 3 periods a day or more

   a) 8
   b) 9
   c) 10
   d) 11
   e) 12

5. Highest college degree earned

   a) Bachelors
   b) Masters
   c) Specialist
   d) Doctoral

6. Ethnic Background

   a) Black
   b) White
   c) Hispanic
   d) Oriental
   e) Other

7. Sex

a) Male
b) Female

8. Using the course description for the subjects you teach, how many of your classes are designated as remedial or survey courses?

a) 1
b) 2
c) 3
d) 4 or more
e) None

9. How many of your classes are designated as advanced?

a) 1
b) 2
c) 3
d) 4 or more
e) None

10. How many of your classes are designated as general level?

a) 1
b) 2
c) 3
d) 4 or more
e) None

SECTION II An Assessment of the Assistance to be Provided by School Personnel

DIRECTIONS: For each item please indicate the response that best describes your opinion about the assistance you received from school personnel.

Rating scale as follows:

a	b	c	d	e
1	2	3	4	5

PART A

A. The assistance and support that I received from:	Was of No Value				Was Very Valuable
11. The Mentor teacher	a	b	c	d	e
12. The Principal/Asst Principal	a	b	c	d	e
13. The instructional coordinator	a	b	c	d	e
14. The Department Chairperson	a	b	c	d	e
15. Other (specify) _____	a	b	c	d	e

PART B

Please indicate areas where you needed assistance from the mentor teacher:

Teaching Skills	I Needed No Assistance				I Needed A Lot of Assistance
16. In planning instruction and in preparing course objectives	a	b	c	d	e
17. In using a variety of teaching methods and materials	a	b	c	d	e
18. In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
19. In motivating students to maintain involvement in instruction	a	b	c	d	e
20. In mastering content knowledge/subject matter	a	b	c	d	e
21. In organizing and managing time, materials, and paper-work	a	b	c	d	e
22. In interpersonal skills such as the ability to demonstrate enthusiasm, sensitivity and patience with students	a	b	c	d	e
23. In managing classroom control and handling student disci-pline problems	a	b	c	d	e
24. In developing tests/exams for students	a	b	c	d	e
25. In evaluating student per-formance and academic pro-gress (grading system)	a	b	c	d	e

	I Needed No Assistance				I Needed A Lot of Assistance
26. In analyzing the cause of student failure	a	b	c	d	e
Non-Teaching Activities					
27. In preparing for parent-teacher conferences	a	b	c	d	e
28. In locating and using audiovisual equipment	a	b	c	d	e
29. In establishing homework policies	a	b	c	d	e
30. In obtaining textbooks, materials, and supplies	a	b	c	d	e
31. In using duplicating equipment	a	b	c	d	e
32. In completing follow-up procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
33. In becoming familiar with local school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	a	b	c	d	e
34. In becoming familiar with the school faculty and staff	a	b	c	d	e
35. In preparing for the TPAI classroom observation	a	b	c	d	e
36. In preparing the TPAI port-folio	a	b	c	d	e
37. In fulfilling the activities required to complete the Alternative Certification Program	a	b	c	d	e

		I Needed No Assistance				I Needed A Lot of Assistance
38.	In making time available to discuss instructional problems and concerns with the mentor teacher	a	b	c	d	e
39.	In scheduling observations of other teachers and having conferencing opportunities to discuss their lessons	a	b	c	d	e
40.	In having the mentor teacher watch me teach and provide me with feedback about the lesson	a	b	c	d	e
41.	In having an opportunity to analyze my own teaching using audio or videotapes	a	b	c	d	e
42.	In stimulating myself to think about my teaching skills	a	b	c	d	e

PART C

Please indicate areas where you think additional training is still needed to help you to be effective in the classroom:

		I Need No Training				I Need More Training
43.	In planning instruction and in preparing course objectives	a	b	c	d	e
44.	In varying my teaching techniques, methods and materials	a	b	c	d	e
45.	In communicating with learners by giving clear directions, instruction and feedback	a	b	c	d	e
46.	In motivating students to maintain involvement in instruction	a	b	c	d	e
47.	In improving my content knowledge	a	b	c	d	e
48.	In the management of time, materials, and paperwork	a	b	c	d	e
49.	In interpersonal skills such as the ability to demonstrate enthusiasm, sensitivity and patience with students	a	b	c	d	e
50.	In managing classroom routines and behavior, and in appropriately handling student discipline	a	b	c	d	e
51.	In constructing teacher made tests	a	b	c	d	e
52.	In evaluating student progress (grading system)	a	b	c	d	e
53.	In analyzing the cause of student failure	a	b	c	d	e

		I Need No Training				I Need More Training
Non-Teaching Activities						
54.	In conducting parent-teacher conferences	a	b	c	d	e
55.	In using audiovisual equipment	a	b	c	d	e
56.	In establishing home-work policies	a	b	c	d	e
57.	In locating textbooks, materials, and supplies	a	b	c	d	e
58.	In operating the duplicating equipment	a	b	c	d	e
59.	In completing procedures for recording and reporting student information such as grades, attendance, etc	a	b	c	d	e
60.	In becoming familiar with school policies and procedures, contractual rights and responsibilities for DeKalb School System Personnel	a	b	c	d	e
61.	In becoming familiar with the school faculty and staff	a	b	c	d	e
62.	In preparing for the TPAI classroom observation	a	b	c	d	e
63.	In preparing the TPAI portfolio	a	b	c	d	e
64.	In fulfilling the activities required to complete the Alternative Certification Program	a	b	c	d	e
65.	In making time available to discuss instructional problems and concerns with the mentor teacher	a	b	c	d	e

		I Need No Training				I Need More Training
66.	In scheduling observations of other teachers, along with conferencing opportunities to discuss their lessons with me	a	b	c	d	e
67.	In having the mentor teacher observe my classes and provide feedback about my lessons	a	b	c	d	e
68.	In having the mentor teacher analyze my teaching by using audio or videotapes	a	b	c	d	e
69.	In stimulating me to think about my own teaching skills	a	b	c	d	e

PART D

The purpose of this section is to determine the qualities you would like for the mentor teacher to have displayed while working with you.

Having a mentor teacher that could:

		Was Not Very Important				Was Very Important
70.	Encourage me to try new instructional ideas	a	b	c	d	e
71.	Listen to my teaching problems and try to understand them	a	b	c	d	e
72.	Inform me about specific aspects of my teaching	a	b	c	d	e
73.	Inform me about positive aspects of my teaching	a	b	c	d	e
74.	Give frank and constructive criticism after watching me teach	a	b	c	d	e
75.	Discuss with me facts and theories related to teaching	a	b	c	d	e
76.	Challenge me to think for myself	a	b	c	d	e
77.	Suggest supplementary teaching materials and aids that I can use	a	b	c	d	e
78.	Give me logical reasons for his/her ideas or suggestions	a	b	c	d	e
79.	Help the me learn more about by subject matter	a	b	c	d	e
80.	Understand my feelings about teaching	a	b	c	d	e

	Is Not Very Important				Is Very Important
81. Show an interest in me as a person	a	b	c	d	e
82. Approach me with an attitude that displays a willingness to help	a	b	c	d	e
83. Make it easy for me to be myself when we are together	a	b	c	d	e
84. Assist me without becoming annoyed or bothered	a	b	c	d	e

PART E

DIRECTIONS: Given below are a number of statements regarding teaching. Read each statement, then indicate the degree to which you personally agree or disagree. There are no right or wrong answers so please respond candidly to each statement.

Rating scale as follows:

a	b	c	d	e
1	2	3	4	5
Strongly Disagree				Strongly Agree

85.	I believe in my ability and am encouraged to continue my teaching career.	a	b	c	d	e
86.	Given enough time, I can teach almost anything to anyone.	a	b	c	d	e
87.	If another teacher were looking for "teaching tips", I'd like be one of the first to be asked for suggestions.	a	b	c	d	e
88.	I could do a good job of teaching any high school grade level or ability.	a	b	c	d	e
89.	I am competent in teaching all areas of my subject content.	a	b	c	d	e
90.	It's easy for me to "respond to the unexpected" while I am teaching.	a	b	c	d	e
91.	There are teachers who may borrow my ideas to use in their classrooms.	a	b	c	d	e

		Strongly Disagree				Strongly Agree
92.	I am encouraged enough about my successes to stay in teaching	a	b	c	d	e
93.	I am willing to share my teaching skills and knowledge with other beginning teachers	a	b	c	d	e
94.	I feel that the mentor teacher has an important responsibility	a	b	c	d	e
95.	Having a mentor teacher has encouraged me to expand my knowledge about teaching	a	b	c	d	e
96.	I feel the mentor teacher was most capable of offering assistance to me	a	b	c	d	e

APPENDIX E

E-1 Maslach Educators Survey (Teacher Burnout Inventory)

E-2 Conferencing Questionnaire for Mentor Teachers

E-3 Conferencing Questionnaire for New/Beginning Teachers

E-4 Conference Summary (Journal Entry Sheet)

E-5 Interview Questions for Mentors

E-6 Interview Questions for Inte.ns

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Educators Survey

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN 0 - 6	Statements:
1. _____	I feel emotionally drained from my work.
2. _____	I feel used up at the end of the workday.
3. _____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____	I can easily understand how my students feel about things.
5. _____	I feel I treat some students as if they were impersonal objects.
6. _____	Working with people all day is really a strain for me.
7. _____	I deal very effectively with the problems of my students.
8. _____	I feel burned out from my work.
9. _____	I feel I'm positively influencing other people's lives through my work.
10. _____	I've become more callous toward people since I took this job.
11. _____	I worry that this job is hardening me emotionally.
12. _____	I feel very energetic.
13. _____	I feel frustrated by my job.
14. _____	I feel I'm working too hard on my job.
15. _____	I don't really care what happens to some students.
16. _____	Working with people directly puts too much stress on me.
17. _____	I can easily create a relaxed atmosphere with my students.
18. _____	I feel exhilarated after working closely with my students.
19. _____	I have accomplished many worthwhile things in this job.
20. _____	I feel like I'm at the end of my rope.
21. _____	In my work, I deal with emotional problems very calmly.
22. _____	I feel students blame me for some of their problems.

(Administrative use only) cat. cat. cat.

EE: _____ _____ DP: _____ _____ PA: _____ _____

Christina Maslach • Susan E. Jackson • Richard L. Schwab

Educators Survey

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in the space before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

Example:

HOW OFTEN:	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

HOW OFTEN 0 - 6	Statement:
_____	I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) under the heading "HOW OFTEN." If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1." If your feelings of depression are fairly frequent (a few times a week, but not daily) you would write a "5."

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CONFERENCING QUESTIONNAIRE FOR MENTOR TEACHERS

This instrument was developed by Theresa M. Bey with Bruce Sliger for doctoral studies at The University of Georgia and the T.E.A.M. Program. Use of this instrument must be by permission of Dr. Theresa M. Bey, College of Education, 124 Aderhold Hall, The University of Georgia, Athens, GA. 30602

CONFERENCING QUESTIONNAIRE
FOR
MENTOR TEACHERS

SECTION 1

Name _____

School _____

Please circle the response which most nearly applies to you.

1. Gender

   a) Male
   b) Female

2. Highest degree earned

   a) Bachelors
   b) Masters
   c) Specialists
   d) Doctoral

3. Teaching Field

   a) Math
   b) Science
   c) Foreign language
   d) Other

4. Years of teaching experience

   a) 0-1
   b) 2-3
   c) 4-8
   d) 9-13
   e) 14-18
   f) 19+

5. Survey Category

   a) Mentor Teacher
   b) New Teacher

SECTION II

CONFERENCE CLIMATE

DIRECTIONS: Please indicate by circling the appropriate number, the importance you give to the conference setting.

I consider it important to have conferences that:	Not Very Important				Very Important
6. Are held in a quiet atmosphere	1	2	3	4	5
7. Are scheduled in places with no outside interruptions	1	2	3	4	5
8. Are held in my classroom	1	2	3	4	5
9. Are held in the new teacher's classroom	1	2	3	4	5
10. Are held in the teachers lounge	1	2	3	4	5
11. Are held at times which are convenient for me	1	2	3	4	5
12. Are held at times which are convenient for the new teacher	1	2	3	4	5
13. Are held during my planning period	1	2	3	4	5
14. Are held during the new teacher's planning period	1	2	3	4	5
15. Are held before classes start in the morning	1	2	3	4	5

		Not Very Important				Very Important
16.	Are conducted during my lunch period	1	2	3	4	5
17.	Are held at the end of the school day	1	2	3	4	5
18.	Are held on time from beginning to end	1	2	3	4	5
19.	Are conducted around a table	1	2	3	4	5

SECTION III

CONFERENCE TECHNIQUES

DIRECTIONS: Please indicate by circling the appropriate number, the importance of having the following skills displayed during the conference.

During a conference I consider it important for the mentor to:		Not Very Important				Very Important
20.	Discuss the new teacher's feelings about teaching	1	2	3	4	5
21.	Offer support to the new teacher	1	2	3	4	5
22.	Give new teachers praise that is specific when appropriate	1	2	3	4	5
23.	Discuss the new teacher's strengths in teaching	1	2	3	4	5
24.	Discuss the new teacher's weaknesses in teaching	1	2	3	4	5
25.	Conference with the new teacher even if he/she is doing a good job of teaching	1	2	3	4	5
26.	Conduct conferences on a daily basis	1	2	3	4	5
27.	Conduct conferences on a weekly basis	1	2	3	4	5

		Not Very Important				Very Important
28.	Hold unscheduled conferences (hallway) with the new teacher	1	2	3	4	5
29.	Plan in advance information to be discussed with new teachers	1	2	3	4	5
30.	Pre-schedule topics to be discussed	1	2	3	4	5
31.	Let the new teacher suggest topics to be discussed	1	2	3	4	5
32.	Focus on the classroom observation of the new teacher	1	2	3	4	5
33.	Conduct pre-observation conferences before observing the new teacher	1	2	3	4	5
34.	Hold pre-observation conferences that explain the behaviors the mentor will observe during classroom visits	1	2	3	4	5
35.	Provide specific suggestions to the new teacher after a classroom visit	1	2	3	4	5
36.	Provide immediate feedback to the new teacher after a classroom visit	1	2	3	4	5
37.	Encourage the new teacher to ask questions	1	2	3	4	5

		Not Very Important				Very Important
38.	Emphasize conferences as an effective means of communicating with the new teacher	1	2	3	4	5

SECTION IV

CONFERENCE SKILLS

DIRECTIONS: Please indicate by circling the appropriate number, the importance you give to the following conference skills.

In terms of conferencing skills, I consider it important for the mentor to:		Not Very Important				Very Important
39.	Have conferences begin on a positive note	1	2	3	4	5
40.	Have conferences end on a positive note	1	2	3	4	5
41.	Be a patient and attentive listener during conferences	1	2	3	4	5
42.	Conduct conferences in a professional manner	1	2	3	4	5
43.	Communicate so that the new teacher understands	1	2	3	4	5
44.	Utilize conference time wisely	1	2	3	4	5
45.	Take written notes during conferences	1	2	3	4	5
46.	Have had training in conferencing techniques	1	2	3	4	5
47.	Discuss conferencing techniques with the new teacher	1	2	3	4	5

SECTION V

CONFERENCE OUTCOMES

DIRECTIONS: Please indicate by circling the appropriate number your degree of agreement or disagreement to the following conference outcomes.

Mentor-new teacher conferences are an effective means of:

(1) Strongly Agree
(2) Agree
(3) Neutral
(4) Disagree
(5) Strongly Disagree

1.	Advancing the new teachers' knowledge of school programs	1	2	3	4	5
2.	Fostering support for the new teacher	1	2	3	4	5
3.	Sharing classroom discipline techniques	1	2	3	4	5
4.	Improving classroom instruction	1	2	3	4	5
5.	Providing instructional feedback to new teachers	1	2	3	4	5
6.	Developing professional relationships between mentors and new teachers	1	2	3	4	5
7.	Providing guidance to new teachers	1	2	3	4	5
8.	Orientating the new teacher to the school environment	1	2	3	4	5
9.	Discussing curriculum questions	1	2	3	4	5
10.	Sharing effective teaching methods	1	2	3	4	5

List additional strengths of mentor-new teacher conferences.

List additional weaknesses of mentor-new teacher conferences.

CONFERENCING QUESTIONNAIRE

FOR

NEW / BEGINNING TEACHERS

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CONFERENCING QUESTIONNAIRE
FOR
NEW / BEGINNING TEACHERS

SECTION I

Name _____

School _____

Please circle the response which most nearly applies to you.

1. Gender

   a) Male
   b) Female

2. Highest degree earned

   a) Bachelors
   b) Masters
   c) Specialists
   d) Doctoral

3. Teaching Field

   a) Math
   b) Science
   c) Foreign language
   d) Other

4. Years of teaching experience

   a) 0-1
   b) 2-3
   c) 4-8
   d) 9-13
   e) 14-18
   f) 19+

5. Survey Category

   a) Mentor Teacher
   b) New Teacher

SECTION II

CONFERENCE CLIMATE

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6.	Are held in a quiet atmosphere	1	2	3	4	5
7.	Are scheduled in places with no outside interruptions	1	2	3	4	5
8.	Are held in my classroom	1	2	3	4	5
9.	Are held in the mentor teacher's classroom	1	2	3	4	5
10.	Are held in the teachers lounge	1	2	3	4	5
11.	Are held at times which are convenient for me	1	2	3	4	5
12.	Are held at times which are convenient for the mentor teacher	1	2	3	4	5
13.	Are held during my planning period	1	2	3	4	5
14.	Are held during the mentor teacher's planning period	1	2	3	4	5
15.	Are held before classes start in the morning	1	2	3	4	5

		Not Very Important				Very Important
16.	Are conducted during my lunch period	1	2	3	4	5
17.	Are held at the end of the school day	1	2	3	4	5
18.	Are held on time from beginning to end	1	2	3	4	5
19.	Are conducted around a table	1	2	3	4	5

SECTION III

CONFERENCE TECHNIQUES

DIRECTIONS: Please indicate by circling the appropriate number, the importance of having the following skills displayed during the conference.

During a conference I consider it important for the mentor to:		Not Very Important				Very Important
20.	Discuss my feelings about teaching	1	2	3	4	5
21.	Offer support to me	1	2	3	4	5
22.	Give me praise that is specific when appropriate	1	2	3	4	5
23.	Discuss my strengths in teaching	1	2	3	4	5
24.	Discuss my weaknesses in teaching	1	2	3	4	5
25.	Conference with me even if I am doing a good job of teaching	1	2	3	4	5
26.	Conduct conferences on a daily basis	1	2	3	4	5
27.	Conduct conferences on a weekly basis	1	2	3	4	5
28.	Hold unscheduled conferences (hallway) with me	1	2	3	4	5

		Not Very Important				Very Important
29.	Plan in advance information to be discussed with me	1	2	3	4	5
30.	Pre-schedule topics to be discussed	1	2	3	4	5
31.	Let me suggest topics to be discussed	1	2	3	4	5
32.	Focus on the classroom observation of me	1	2	3	4	5
33.	Conduct pre-observation conferences before observing me	1	2	3	4	5
34.	Hold pre-observation conferences that explain the behaviors the mentor will observe during classroom visits	1	2	3	4	5
35.	Provide specific suggestions to me after a classroom visit	1	2	3	4	5
36.	Provide immediate feedback to me after a classroom visit	1	2	3	4	5
37.	Encourage me to ask questions	1	2	3	4	5
38.	Emphasize conferences as an effective means of communicating with me	1	2	3	4	5

SECTION IV

CONFERENCE SKILLS

DIRECTIONS: Please indicate by circling the appropriate number, the importance you give to the following conference skills.

In terms of conferencing skills, I consider it important for the mentor to:		Not Very Important				Very Important
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40.	Have conferences end on a positive note	1	2	3	4	5
41.	Be a patient and attentive listener during conferences	1	2	3	4	5
42.	Conduct conferences in a professional manner	1	2	3	4	5
43.	Communicate so that I understand	1	2	3	4	5
44.	Utilize conference time wisely	1	2	3	4	5
45.	Take written notes during conferences	1	2	3	4	5
46.	Have had training in conferencing techniques	1	2	3	4	5
47.	Discuss conferencing techniques with me	1	2	3	4	5
48.	Know how to share negative information in a constructive manner	1	2	3	4	5

		Not Very Important				Very Important
49.	Maintain a sense of confidentiality regarding information discussed with me	1	2	3	4	5

SECTION V

CONFERENCE OUTCOMES

DIRECTIONS: Please indicate by circling the appropriate number your degree of agreement or disagreement to the following conference outcomes.

Mentor-new teacher conferences are an effective means of:

(1) Strongly Agree
(2) Agree
(3) Neutral
(4) Disagree
(5) Strongly Disagree

1.	Advancing the new teachers' knowledge of school programs	1	2	3	4	5
2.	Fostering support for the new teacher	1	2	3	4	5
3.	Sharing classroom discipline techniques	1	2	3	4	5
4.	Improving classroom instruction	1	2	3	4	5
5.	Providing instructional feedback to new teachers	1	2	3	4	5
6.	Developing professional relationships between mentors and new teachers	1	2	3	4	5
7.	Providing guidance to new teachers	1	2	3	4	5
8.	Orientating the new teacher to the school environment	1	2	3	4	5
9.	Discussing curriculum questions	1	2	3	4	5
10.	Sharing effective teaching methods	1	2	3	4	5

List additional strengths of mentor-new teacher conferences.

List additional weaknesses of mentor-new teacher conferences.

CONFERENCE SUMMARY

TEACHER _____ SUBJECT _____

PRE-CONFERENCE DATE _____

Topics discussed:

Teachers attitude: (responsiveness, openness in sharing problems or concerns)

Positive Outcomes:

Pre-Conferencing skills you want to improve:

OBSERVATION SUMMARY DATE _____

Skills effectively demonstrated: (related to tasks and dimensions)

Skills needing improvement: (Tasks and Dimensions)

POST CONFERENCE DATE _____

Topics discussed:

Teachers attitude (responsiveness to suggestions)

Positive Outcomes:

Pre-Conferencing skills you want to improve:

TEAM/conf summary

Interview Questions

MENTORS

1. Looking back on your mentoring experience this year, what would you describe as the most positive outcome for both yourself and for your intern?

2. What have been any negative aspects?

3. If given the opportunity, would you be a mentor again?

4. What problems did you encounter in assisting your intern?

5. How did you solve any unexpected problems or situations which you may have encountered?

6. As you observed your intern teaching at the beginning of the school year, what did you identify as major strengths and weaknesses?

7. What would you now identify as major strengths and weaknesses?

8. What professional strengths or weaknesses have you observed in your intern other than instructional?

9. Where do you believe you have given the most assistance to your intern?

10. In what areas would you like to have given more assistance?

11. How would you describe your intern's attitude toward teaching at both the beginning of the year and at the end? What may have contributed to any change?

12. Would you recommend that your intern continue teaching?

13. Do you believe that your intern will chose to continue teaching?

14. How do you think teachers at your school see your role as a mentor?

15. **Did you encounter any criticism from other teachers?**

16. **What kind of support did you receive from your school administrators?**

17. **What aspect of the training was most beneficial to you?**

Interview Questions

INTERNS

1. Looking back on your first year of teaching, what would you describe as the most positive aspects of this experience?

2. What do you consider to have been the most negative aspects?

3. What were the most difficult problems you encountered or adjustments you had to make ? Who did you generally turn to to help you with these problems?

4. At the beginning of the school year, what do you believe to have been your greatest teaching strengths and teaching weaknesses?

5. In which of these areas have you made the most improvement?

6. In which of these areas do you think you still need to make improvement?

7. Are there professional competencies other than teaching where you may need improvement?

8. In what ways has your mentor teacher been of assistance to you?

9. In what ways would you have wanted your mentor teacher to be of more help?

10. What other persons either in or outside of your school have been of major assistance to you?

11. In what ways have the requirements of the Alternative Certification Plan benefitted you?

12. Do you want to continue in teaching?

13. In what ways have the requirements of the Alternative Certification Plan been of least or of no help to you?

14. Have the Staff Development programs which you have taken been of help to you.

15. Which of the programs have been the most useful and which have been the least useful?

16. What are your recommendations for making the Alternative Certification experience more valuable for future interns?

TEACHER EDUCATION AND MENTORING PROGRAM:

PROGRAM DESIGN AND RESEARCH RESULTS

Summary Report

Prepared By:

Theresa M. Bey, Ph.D.
The University of Georgia

INTRODUCTION

This summary report includes brief segments of information from the final report which contains specific details, findings, forms, and research tools.

In January 1988, the Georgia Department of Education allocated grant funds to support the Teacher Education and Mentoring Program (T.E.A.M.), a training program for mentor teachers. The program enabled provisional teachers (interns) in the critical fields of mathematics, science, and foreign language to enter the classroom under the supervision of a trained mentor teacher. It also strengthened the DeKalb County School System's commitment to new teachers (hereinafter referred to as interns or intern teachers) to assist them to remain in teaching by helping them obtain a teaching certificate through the alternative teacher certification process.

Essentially, the T.E.A.M. program was directed to any intern teacher who had at least a four-year college degree in one of the critical fields, but lacked the required teacher preparatory courses prior to being employed as a regular classroom teacher. It enabled such interns to have the support of an experienced teacher during the one-year internship period.

Internship Requirements

While teaching with a provisional certificate the intern had to earn 15 Staff Development Unit Credits (SDU's) to meet Georgia's State Internship (student teaching) requirement for initial certification. To complete the 15 SDU's, the intern was involved in 150 hours of supervised instructionally related activities both during and after school.

The internship activities included a minimum of 64 hours of instruction preparation time and additional consulting time with the mentor teacher and/or members of the support team (school administrator, department chairperson or subject-area curriculum coordinator); 50 hours of staff development sessions related to beginning teacher skills and competencies (a local school system requirement); and 36 hours of

classroom observation and conferencing activities. These experiences were intended to assist the intern to become an effective and competent teacher within a short period of time.

To monitor an intern's progress in meeting requirements, a school administrator, department chairperson, mentor teacher, or subject-area curriculum coordinator reviewed and signed the intern's activity plans for the Fall, Winter, and Spring quarters. The activity plans provided a measure of accountability in verifying the intern's completion of tasks.

With successful completion of the internship, the principal and the mentor teacher signed and submitted a Completion Form to the Staff Development Office which processed the information as stipulated by state guidelines.

I. PROGRAM DESIGN

The program design focused on two particular needs: 1) to train career committed teachers to share their expertise with intern teachers, and 2) to encourage intern teachers to remain in education by providing them with the collegial support of trained mentors.

To address these needs, the program targeted three specific areas: 1) preparation of experienced teachers to be effective mentors to intern teachers, 2) helping intern teachers succeed during the first year of teaching by providing the support of trained mentors, and 3) giving individual attention and assistance to intern teachers as they completed the alternative teacher certification process.

The planning and coordination of mentor training related to the purpose and objectives listed below.

A. Purpose and Objectives

The primary purpose of the program was to strengthen the supervisory support mentor teachers provided for intern teachers during the first year of teaching. The other programmatic expectations are described in the following objectives:

1. To improve the retention of intern teachers in the critical fields of mathematics, science and foreign language.

2. To increase the self-confidence and satisfaction of intern teachers during the demanding first year of teaching.

3. To train mentor teachers to use supervisory skills to help interns adjust more successfully to teaching.

4. To have mentors in the same subject areas as the interns offer effective instructional support.

5. To improve the effectiveness of the alternative certification process.

These objectives and specific guidelines to achieve them were endorsed by the T.E.A.M. Advisory Committee at the start of the program.

B. Advisory Committee

Organization of the advisory committee began in February 1988, following the program director's invitation to specific individuals to serve as advisors to the program. The 20 member advisory committee included mentor teachers, intern teachers, curriculum coordinators, staff development coordinators, principals, central office personnel, and a university consultant. The members represented the concerns and needs of individual schools as well as the school system in planning, implementing, monitoring and evaluating the program.

The committee's initial tasks were: 1) to identify a program name, 2) to recommend guidelines for the mentor identification process, and 3) to determine the procedure and criteria for selecting mentor teachers. The committee did establish definite selection criteria for a teacher applicant. However, the committee members did not decide which teachers satisfied the criteria, since principals handled the identification process at the building level.

C. Selection Criteria

The mentor teacher had to meet the criteria outlined below before he/she could be considered for the program. The person must:

* Not be serving as department chairperson during the program or while mentoring an intern.
* Have at least three years of successful teaching experience and, preferably, a Master's Degree.
* Be committed to the concept and goals of mentoring as a supportive resource to an intern.
* Be able to attend both the summer mentor workshop and training sessions during the school year.
* Be able to devote time during the school day to meet and work with the intern.
* Be in the same school setting for one year.
* Be knowledgeable about or willing to be trained in classroom observation and evaluation.
* Possess good interpersonal characteristics such as friendliness, patience, maturity, and confidentiality.
* Be willing to provide and collect survey information as required by the program evaluation/research plan.

D. Identification Process

In March, 1988, the program director mailed a cover letter, application forms, and the program brochures which described the T.E.A.M. Program to secondary school principals. This information was shared with all the mathematics,

science, and foreign language teachers at their schools.

The principals, in turn, organized a selection team to review and rank the applications to identify possible mentors. The applications were assessed according to the selection criteria listed above. In making final selection decisions, the selection team considered it a high priority for the teacher to be sensitive, enthusiastic, and capable of communicating openly with an intern. They favored an experienced teacher who: (a) used a variety of effective teaching methods; (b) organized and managed time, materials, reports, and general school routines; (c) applied classroom management and disciplinary techniques; and (d) used audio-visual materials and equipment successfully.

E. The Role and Responsibilities of Mentors

Selected mentors agreed to complete 100 hours of training to prepare them for their role and responsibilities in working with intern teachers. Mentors were expected to advise, counsel, lead, listen, and confer with interns on a regular basis, not serve as teacher evaluators. Their tasks included developing friendly, cooperative, supportive, collegial, non-evaluative, and non-threatening relationships. Mentors were to help intern teachers: (a) use effective teaching methods and classroom management procedures; (b) cope with mistakes, demands, burnout, and stress; and (c) learn the major categories of the Georgia Teacher Observation Instrument (GTOI).

It was hoped another outcome of the mentoring assistance would be interns better prepared for the Georgia Teacher Performance Assessment Instrument (TPAI) required for certification. Nevertheless, the mentors' primary role was to help ensure that interns, as on-the-job trainees, had productive and successful first year teaching experiences.

To partially compensate a mentor for the time and service, a stipend was provided at the end of the 1988-89 school year. Although the stipend covered mentoring responsibilities during the one-year grant period (July 1, 1988 to June 30, 1989), mentors had to agree to serve for at least two years.

F. Training of Mentors

A total of 59 secondary school teachers were trained to serve as mentors to intern teachers. Coping skills were a significant aspect of the training. As a result, training included information on coaching, verbal and non-verbal communication, questioning, learning modalities, classroom observation, and conferencing.

To promote feelings of confidence and security in the use of their newly acquired supervisory skills, mentors received 100 hours of training. An educational consulting firm was employed to present the initial 50 hours of training on coaching and teaching skills during the summer. The remaining 50 hours were presented by the staff development

coordinator at workshops conducted throughout the 1988-89 school year. The workshop content and topics addressed the mentors' needs to develop and refine certain skills. By completing 100 hours of training, the mentors satisfied the State of Georgia's criteria to apply for the Supervising Teacher Services (STS) Endorsement Certificate.

II. RESEARCH DESIGN AND RESULTS

The research design followed a quasi-experimental approach for collecting quantitative and qualitative data. Several survey instruments were developed and pilot tested for use as pre-assessment and post-assessment tools.

These new instruments were administered when the program started in August 1988. Therefore, prior to the opening of school, mentors and interns completed three instruments: a Pre-Assessment Survey, a Teacher Burnout Inventory, and a Conferencing Questionnaire. They also completed a needs assessment instrument in February 1989. The different assessment periods and their research tools are identified on the research plan outlined in Figure I.

Formal interview sessions were conducted in May, 1989. Mentors and interns responded to questions regarding first year experiences.

A. Significant Results

The research surrounding this study related to the programmatic need to have mentor teachers offer intern teachers the support and encouragement that would enable them to be successful the first year of teaching. Therefore, the most important research question was whether or not trained mentors were successful at helping intern teachers stay in teaching.

The research data clearly indicated that trained mentors offered the kind of support interns needed to be successful as beginning teachers. In fact, all interns who voluntarily completed the state evaluation (GTOI) passed without being recommended for the extended phase.

Interns unanimously considered the kind of assistance mentors offered important to their performance as a new teacher. They also felt the staff development workshops provided them with helpful information and skills.

The most significant outcome of the program was the influence trained mentors had on the interns' intent to remain in teaching. At the close of the 1989-90 school year, 75% of the T.E.A.M. Program interns were still employed in the school system. Of the 1986-87 and the 1987-88 intern groups, who had untrained mentors assigned by a principal, less than half remained in the school system when the second year ended (refer to Figure II).

FIGURE I

OVERVIEW OF RESEARCH PLAN

1988
MAY/JUNE

Base-Line Assessment Period

- Mentor (Pilot) Assessment Survey
- Intern (Pilot) Assessment Survey
- Maslach Educators Survey (Teacher Burnout Inventory)

1988
AUG/SEPT.

Pre-Assessment Period

- Mentor Pre-Assessment Survey
- Intern Pre-Assessment Survey
- Maslach Educators Survey (Teacher Burnout Inventory)
- Conferencing Questionnaire for Mentor Teachers
- Conferencing Questionnaire for New/Beginning Teachers

1988-89
OCT/APRIL

- Continued Training of Mentors
- Informal Contact Monitoring Interns Progress
- Mentor Teacher Needs Assessment
- Beginning Teacher Needs Assessment

1989
MAY

Post-Assessment Period

- Mentor Post-Assessment Survey
- Intern Post-Assessment Survey
- Maslach Educators Survey (Teacher Burnout Inventory)
- Conferencing Questionnaire for Mentor Teachers (Post-Assessment)
- Conferencing Questionnaire for New/Beginning Teachers (Post-Assessment)

1989
JUNE/JULY

Compare Data from Base-line, Pre and Post Assessment Periods for Final Program Report

- Program Evaluation: Interviews with Mentors
- Program Evaluation: Interviews with Interns

FIGURE II

PERCENTAGE OF INTERN TEACHERS REMAINING IN THE SCHOOL SYSTEM AT THE END OF THE FIRST AND SECOND YEAR OF TEACHING

Year Employed	Number of Interns	End of 1st Year [a]		End of 2nd Year [b]	
1986-87	(9)	(6)	67%	(3)	33%
1987-88	(27)	(22)	81%	(11)	41%
*1988-89	(41)	(36)	88%	(31)	75%

a) x^2 for 1st Year = 2.47 N.S.
b) x^2 for 2nd Year = 12.59 $p < .01$

*Year of T.E.A.M. Program Study -- Mentor teachers received 100 hours of training to prepare them for the responsibility of assisting intern teachers.

More specifically, of the 1986-87 group, only 67% of the original group remained in the school system at the end of the first year, and only 33% by the end of the second year. In the 1987-88 group, 81% remained after the first year and only 41% by the end of the second. First year results for the 1988-89 group having trained mentors were close to that of the 1987-88 group: 88% of the intern teachers remained. However, by the end of the second year, 75% still remained, almost twice the percent of the 1987-88 group and two and a quarter times the percent remaining of the 1986-87 group. Retaining more interns in the school system was a paramount objective of the T.E.A.M. program. The program also successfully trained mentors to effectively perform their role of helping interns have a satisfactory teaching experience, and encouraging them to remain in teaching.

B. Assessment Survey Results

When the 1988-89 school year began, interns identified their greatest needs for assistance to be in these areas: 1) using a variety of teaching methods and materials, 2) handling student discipline problems, 3) motivating students, and 4) analyzing the cause of student failure. At the end of the year, their

greatest need was to have more help with student discipline problems, although this was an area in which the mentors provided substantial assistance. Additionally, the mentors believed they provided more assistance on teaching skills than the interns sensed they needed.

The interns needed the mentors' help in preparing for the Georgia Teacher Performance Assessment Instrument (TPAI). Both the interns and the mentors labeled this a high priority when the school year began. While the mentors did provide time to assist interns with the TPAI, most time was used to allow the interns to talk about instructional problems and concerns. When considering the need for additional support, the interns did want more assistance specific to the preparation and completion of the TPAI Portfolio. The mentors expected to help the interns substantially more than the interns expected to receive help from the mentors.

In rating the importance and effectiveness of the mentors' abilities to assist new teachers, both groups thought it was most important for mentors to have qualities that enabled interns to become successful teachers. Even though the data indicated no major discrepancy between the mentoring qualities interns considered important and the qualities mentors considered important, there was one noticeable difference in the interns' views concerning the ability of mentors to assist with subject matter. By the end of the school year, the interns no longer viewed as important the ability of mentors to help them learn more about their subject matter.

C. Teacher Burnout Results

A comparison of the mentors' and the interns' responses on the Maslach Educators Survey on burnout, with the national norms data for teachers, indicated that a high level of burnout did not exist among the T.E.A.M. Program participants. The results showed that the ranges of emotional exhaustion, depersonalization, and personal accomplishment remained the same when compared to mentors and interns in 1987-88 and those in the 1988-89 school years.

As the emotional exhaustion of the mentors and interns was below the national norm, they were less likely to feel an impersonal attitude toward students or to feel a sense of personal failure. In coping with work related stress and frustrations, the mentors and interns did not exceed the average norms for teacher burnout. Burnout experienced by mentors and interns was less than that of the classroom teachers represented in the norm.

D. Conferencing Questionnaire Results

Both the mentors and interns considered it important to conduct conferences in a quiet atmosphere, with no outside interruptions, at a time convenient for both intern and mentor. The mentors preferred holding a conference during the

intern's planning period. They did not have a high preference for holding conferences in the morning before classes, during lunch period, or at the end of the school day. There was no strong preference for holding conferences in the classroom over the teacher's lounge. Instead, mentors and interns were most concerned about having convenient uninterrupted conference time.

The data clearly showed that mentors and interns considered the following elements important: 1) support and praise when appropriate, 2) immediate feedback and suggestions after a classroom visit, 3) opportunity to ask questions, and 4) discussions about teaching strengths and weaknesses. Mentors and interns considered conferences essential and preferred them to be held on a weekly rather than on a daily basis, even when the interns were doing a good job of teaching. In general, they were positive about communicating with each other.

Planning the conference information and/or topics to be discussed in advance was more important to the mentors than it was to the interns. Mentors preferred to hold pre-observation conferences to meet interns, but the interns did not have a strong desire to conduct a pre-observation conference with the mentor. The mentors felt a need to have some direction or idea of the topic they would discuss in conference with the interns.

E. Interview Results

The formal interviews with interns and mentors at the end of the study year supported the survey and questionnaire results. Assistance from qualified, trained mentors, and staff development sessions both contributed to the satisfactory teaching performance of the interns and to their desire to remain in teaching.

III. SUMMARY AND RECOMMENDATIONS

A. Summary

A major objective of the study was to determine whether trained mentor teachers would be more effective in influencing intern teachers to remain in teaching. The data showed that the retention rate of interns with trained mentors was greater than the rate for those with untrained mentors. This is considered a significant and conclusive finding. The intern teachers unanimously attributed their success to the guidance provided by the mentors and to the information and skills acquired in the 50 hours of staff development.

Mentor teachers were in agreement that both the extensive training and mentoring experience had made them more conscious of their own teaching practices, and of the need to be able to model and to discuss effective practices and theory with their interns. All agreed that being a mentor had increased their sense of professional importance and that they

felt it had made a significant contribution to new teacher growth.

Both mentors and interns scored lower on the Teacher Burnout Inventory than did teachers nationwide, evidencing less work related stress and teacher burnout.

Mentors considered conferencing skills to have been an important aspect of training. They also indicated a continuing need to further improve their abilities to provide both positive and critical feedback to their interns. Non-judgmental reflective listening and positive paraphrasing were acquired skills which enabled the mentors to express needed encouragement and support to their interns. The only area in which both interns and mentors expressed a need for more "structured training" was in preparation of the TPAI Portfolio and Classroom Assessment. The interns identified classroom management and student motivation as areas for continued training and improvement.

Conferencing time was significantly important to the interns and mentors, even when the intern was apparently doing a good job. Both preferred regularly scheduled weekly conferences rather than daily conferences. Pre-conferencing was more important to the mentor than to the intern.

Mentor teachers also felt that they needed ongoing yearlong support. Four to six regularly scheduled mentor meetings and seminars were suggested to allow opportunities to discuss concerns and improve expertise.

B. Recommendations

The research conclusions for this study and the following recommendations can serve to enhance the functions and tasks of other mentoring programs.

1. The principal and other school leaders should have a clear definition and understanding of the mentor's role and support in observing and conferencing with the intern.

2. The mentor and intern should know the procedures to take if a conflict or misunderstanding should occur regarding their responsibilities, or confidentiality.

3. The first year intern should be discouraged from accepting responsibility for extra-curricular activities such as coaching or sponsorship of student clubs/organizations. Such activities not only limit or interfere with the time needed for conferences and inservice support, but also increases the stress and pressure experienced by the intern teacher.

4. The mentor and intern should be teaching in the same content area and in the same school.

5. The mentor may intervene as an advocate on behalf of the intern to limit the number of preparations or difficult classes, or to discourage a

schedule which requires the intern to float from room to room.

6. The mentor and intern should both attend inservice programs as often as possible in order to have a common understanding of information for follow-up discussion.

7. Mentor training programs should focus on communication skills which enable the mentor to offer support, encouragement, as well as remediation to the beginning teacher. Periodic meetings of the mentors should be held to allow opportunity to discuss concerns and to reinforce conferencing skills training.

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The T.E.A.M. Program VCR Tape can be obtained for $25.00 from the Instructional Resources Center, South Instructional Plaza, The University of Georgia, Athens, GA 30602 (404/542-1582).